Schools' Prom Diary

"At length they all to merry London came" as Edmund Spenser has it. And there, by God, they were, a whole Albert Hall full of them, boiling around the building in the estatic throes of simply being under 21. Being among so many young people is a moving and memorable experience, but it also provokes consciousness of the passing years. After an hour or so, even my hair felt tired.

I went to the Monday night Prom (there are three in all). The programme was the by-now-to-be-expected richly varied mixture both of music and of musical groups. As usual I spent a great deal of time in the bowels of the Albert Hall seeking out the people who make the music, for one of the lessons to be learned at these Proms is that each successful group is the all-consuming passion of at least one dedicated soul.

Gillian Hogg is one. She runs the Bridlington String Group, a band of young violin players, everyone of them taught by her. They rehearse in a church hall in Bridlington once a week, and operate without any l.e.a. financial support. This year's activities, including the National Festival of Music for Youth and the Schools Prom, have meant fund raising by parents and supporters to the tune of about £1000.

As the young fiddlers passed me on the way to the stage, resplendent in their emblazoned T-shirts, I noticed that many were wearing shoulder flashes with numbers. Was this an orchestra with ranks, I thought? Could one, in Bridlington, be a lance-corporal violinist? What the badges actually do, I soon learned, is denote which grade examinations the wearer has passed. A simple incentive and an effective one.

Their performance was not without its moment of drama, though. In the last fraught moments before going on the stage, Gillian found that the instrument of one of her young players was faulty, and the E string had to be left slack and ineffective. Thus did 11 year old Mark Holah find himself on the stage of the Albert Hall, boldly miming instead of playing.

Mark's was not the only tuning problem. Earlier in the day Eira Lyn Jones of the Penweddig Vocal and Instrimental Ensemble had discovered her harp to be over a semitone flat, and had spent three hours restoring every string to its appointed pitch. Compared with that, actually performing on the stage was probably something of an anti-climax. Still, they did make a lovely sound, and how good it was to hear voices, in amid all the instrumental work.

You pick up all manner of recondite information at events such as this. Did you know, for example, that Colchester is a veritable hotbed of accordion playing? Accordionists abound, it seems, like tomatoes on the Fylde. One obvious reason for this is the presence of Jennifer Neal, who runs the happily named "Jenny's Accordionists". Jennifer is a most charming lady, and if I lived a bit nearer to Colchester I might even now be trying out the weight of accordions and raising still further the eyebrows of my bank manager. Jennifer, needless to say, has taught all her accordionists herself.

Jenny regrets that the accordion is not more academically respectable. Her son was refused permission to study it as his second instrument at one of the top music schools.

The big sound on Monday, though, was that of the swing band.

This year's international visiting group is the "Turkheim Schoolband", a big swing orchestra from Germany who make a very acceptable and popular sound. Fats Waller once sang a ditty which includes the line "The joint is jumping" and when the Turkheim band was playing I could see what he meant.

I felt it rather a pity that the Solihull Youth Jazz Orchestra, who were next, after the interval, were given the same reception, for their sound was smaller and the subtleties of the arrangements were rather lost against a background of demoniacal cries and frenzied handclapping. All the enthusiasm the band could have wished for was there, and they thrived on it.

The Solihull band is run by Roger Harris, a peripatetic teacher who has built it from nothing in four years. His biggest problem – and a not unfamiliar one for teachers – is that, "just when you've got a good band together, half of them leave." This year, in fact, he will lose nine players from eighteen. One of the most difficult to replace will be Mark Oliver, 29-year-old bass guitarist. The bass is not an instrument to which many youngsters are naturally drawn. One of Mark's memories, incidentally, is of being sacked from his junior school orchestra for not keeping proper time on the glockenspiel.

This was not a problem which bothered Denise Miller. When she was at Sharman's Cross Junior, she played recorder and then clarinet. Now at 16, she blows tenor saxophone in the Solihull band.

The band played a piece by John Dankworth and then an Ellington arrangement of *Don't Get Around Much Any More*. This will always be associated for me with an eminent Professor of the philosophy of education, who used to quote its opening lines as an example of the nature of human love.

These pieces were followed by a number in which the band was joined by none other than Humphrey Lyttelton. The last time I saw Humph playing on stage was in 1955, and to my eye and ear he was as vigorous as ever and how exciting to see him being cheered by yet another generation of youngsters.

I spoke to Humph afterwards. He had evidently enjoyed his spot with the band, and was particularly pleased that they had played better than at rehearsal "They really blew on the night!"

Audience enthusiasm, by the way, is one of the endearing features of the Schools Proms. Banners are waved, teddy bears held aloft and there is much rhythmical swaying to and fro. After the big bands, one wondered for a moment whether it was all a little over the top, but sure enough everyone settled down to a hushed silence for the recorder consort of the High Wycombe Music Centre, playing a different, but every bit as rhythmically subtle kind of dance music from a much earlier erea.

By the time the Surrey County Youth Orchestra came on to close the programmer, total blood vessel-bursting commitment had returned, and to my delight I heard a young man greet the end of a Mozart overture with the same wild cry of "YYYEEEEEESSS!" that you hear when somebody scores with three consecutive darts.

There were 11 groups in Monday night's Prom – more than 400 players by my count, every single one having been brought by dedicated and skilled teachers to the knowledge and experience of excellence. Repeat this over another two nights and you have a trimphant celebration of love and art such as makes the pratings of statesmen fade into insignificance, and reduces the clanking artefacts of technology to the status of rusty tin cans bobbing at the edge of the Amazon. Suddenly you realise that music, which pygmies see as somehow dispensible, has more than enough power and momentum to survive. People like Gillian Hogg, and Jennifer Neal and Roger Harris will always surface swimming strongly, their charges securely in tow, whichever way the tide happens to run.

Still, the practicalities are always there. I left the Albert Hall and hailed a taxi. The driver was listening to Humphrey Lyttelton's Monday night radio programme. I said that I had just spoken to Humph, and we fell into conversation about jazz and young musicians. "I'm a professional musician myself," he said. "But I have to drive a taxi, because there's not enough money in music. Nowadays there's thousands of young players and not enough jobs."

It was a chastening, and yet perhaps somehow necessary, way to round off a euphoric evening.

Gerald Haigh

Next week

■ The Shifting Framework: Professor Malcolm Skilbeck, who recently returned to this country and the Schools Council after five years in Australia, analyses the dramatically changed nature of the debate on the curriculum and examinations, and comes down in favour of a national framework.
■ Why Welsh school leavers are falling behind their English counterparts in the qualification race. ■ TES Cartoon Competition, judged by Posy Simmonds: results and report. ■ Books: Kathy Sylva on the ecology of preschool education, Geoffrey Summerfield on the English Mummer's Play.
■ Extra: Geography.

Personal column

Ted Wragg

Sounds familiar

"Good morning, Minister. It's very kind of you to agree to meet us in the middle of what must be a very busy schedule, but as university vice-chancellors we felt we must put you in the picture about what is happening to higher education."

"There can be no going back on our policy of substantial reductions in public expenditure."

"Yes indeed, Minister, I appreciate your difficulties. Perhaps I can introduce my two colleagues. Dr Peter Jackson is vice-chancellor of Burnley University, Professor John Hardcastle is Principal of the School of Really Careful Dentistry at Barnstaple University, and I am Sir Jeremy Fitzwarren, Head of Grimsby University and currently Chairman of the Federation of Vice-Chancellors."

"There can be no going back on our policy of substantial reductions in public expenditure."

"We understand your dilemma, Minister, and indeed the universities have already taken their share of cuts just like any other sector, but at Burnley University we face the loss of £4m in two years, and we are by no means untypical. Every university is in the same boat. In simple terms: if we don't sack people we go bankrupt, and if we do sack them we go bankrupt because of all the redundancy payments."

"There can be no going back on our policy of substantial reductions in public expenditure."

"Minister, let me translate this into human terms. More than 20,000 places will be lost. Well-qualified youngsters who have worked hard at school will not now get a university education. There will be thousands of redundancies among university staff of all kinds, lecturers, technicians, cleaners, porters, secretaries. Some of our best courses will simply have to be closed down. Now we beg you to reconsider, perhaps give us five years for the run-down instead of two."

"There can be no going back on our policy of substantial reductions in public expenditure."

"May we put it to you in economic terms, Minister? It costs the country £4,380 per unemployed person according to MSC figures, so it is actually cheaper to send people to university. The price of all redundancies could be of the order of 300 or 400 million pounds. It would cost less to keep the people in their jobs than fire them. Can't you see that the rundown of universities makes no economic sense either?"

"There can be going back on our policy of substantial reductions in public expenditure."

"Hardcastle, Jackson, come over here a minute. Look, have you noticed how the Minister gives us the same reply no matter what we've said, and how his face never changes expression and he never blinks. That old story in *The Sunday Times* must have been true."

"What story in *The Sunday Times?*"

"You remember, back in the sixties, how the Russians or the Chinese or someone had developed a top secret new artificial human technology, and had planted a couple of androids high up in every Western European administration, specially programmed to wreck the economy. It was thought to be quite ridiculous at the time, but it might be true. What do you think? Him and Norman Tebbit?"

"Perhaps you'd better test it out Fitzwarren, it seems utterly fantastic to me."

"Right then. Er, we've been thinking, Minister. One way to solve our problems would be if we were all to link arms and sing a couple of verses of Eskimo Nell."

"There can be no going back on our policy of substantial reductions in public expenditure."

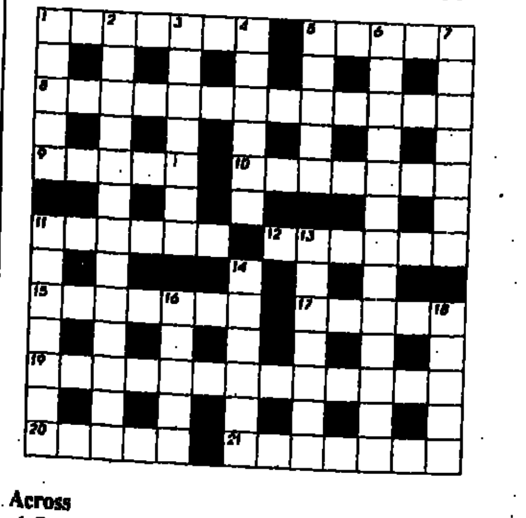
"Oh my God Jackson, it's true. No wait, one more test to be absolutely certain. Er, Minister. What about this for a possible solution? Ying tong, ying tong, ying tong, flip flop, oodle noodle."

"There can be on going back on our policy os substantial reductions in public expenditure."

"Look this is absolutely dreadful, we must do something quickly. Hardcastle, you get on to Fleet Street and sell the story to the highest bidder, that should cover a few redundancy payments. Jackson, you guard the door. I'd better get on to the Prime Minister. Damn it, where's the Downing Street number? Here it is on this pad. Come on, answer the phone, will you. Ah, Prime Minister, thank goodness, at last. Look, no time to explain, but this is a national emergency. I'm Sir Jeremy Fitzwarren, and we've just been talking to the Minister about Universities, and I think you ought to know . . ."

"There can be no going back on our policy of substantial reductions in public expenditure."

TES Crossword No 27 by Rufus



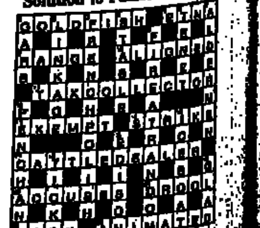
Across

1 One who goes to court? (7)
5 Firm directions on where to find yachtsmen? (5)
8 He has nothing new to offer (7,6)
9 I complain when she returns (5)
10 Incorrectly cleaned, gets entangled (7)
11 Kept a record that's scratched (6)
12 Attacks a pop group (6)
15 An early caller (7)
17 Father to prevail himself of a temporary rest (5)
19 Subject a soldier likes to keep to himself? (7,6)
20 Not an outstanding demonstration (3-2)
21 A down-trodden machine-worker (7)

Down

1 A trap set outside a second time (5)
2 No doubt he's aware of the pressure we're under (13)
3 Want about 24 sheets of paper (7)
4 Old magistrates, unusually severe (6)
5 A fisherman will use many a spinner (5)
6 Properly managed, like an efficient orchestra (4-9)
7 Takes good steps not to have to walk in the streets (7)
11 Earns a precarious living by fiddling? (7)
13 Maximum pay of a potter (3,4)
14 Stop a criminal proceeding? (6)
16 Aim to teach (5)
18 No head on the beer, that is strange (5)

Solution to Puzzle No 26



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Training reform package to mean big expansion

by Mark Jackson

The Government will announce its plans for the radical reform of apprenticeship and for school leaver education and training on December 15. These are likely to involve a huge expansion in the work of the education service.

Last minute recommendations went to Mr Norman Tebbit, the Employment Secretary, this week from the Manpower Services Commissioners, summarizing the views of employers, unions, and educational interests.

They set out a timetable for removing entry restrictions on apprenticeship; for turning YOP into a programme of high quality training for all unemployed young people; and for a big expansion of the existing small Unified Vocational Preparation scheme to give youngsters a mixture of broad education and training during their first year at work.

The commission says that a start can be made at once on these radical changes in the whole training system without any new legislation, apart from any that may be necessary to authorize the funding of the schemes for unemployed leavers and young workers, which it says should eventually become a joint programme for all young people.

The strategy it proposes for getting unions and employers to drop the restrictions on entry into apprenticeship – which date from the Middle Ages – and for replacing time by national standards of skill, is to withold government grants from firms who do not move quickly enough in this direction. With about a third of all industry's apprentice places now being subsidized, this is likely to be a powerful lever.

The commission says it is not prepared to recommend that the state should fund all training, although it clearly needs to provide some money to back the spending of individual employers.

It is suggesting that the Government should consider introducing a remissable tax on employers, simiIiar to the one used in France, to pay for the training of young people. Every firm, including the smallest, would have to show that it had provided a specified amount of training for each youngster – either itself or by paying, say, college fees – to avoid liability for the annual tax.

As it is, the recommendations would mean doubling the Government's present spending of about £800m a year on training and the special measures for the unemployed.

Mr Mick Farley, assistant secretary of the National Association of Teachers in Further and Higher Education, said this week that Mr Geoffrey Holland, the MSC's director, estimated that the new style super-YOP proposed would need the equivalent of about 85,000 college places.

Mr Farley, who did not include the further work which would arise from any big expansion of the schemes for young workers in the calculations he quoted, said that what was being proposed would require "a massive mobilization, and indeed, reorientation, of the further education service".

School to work page 10

Staff and parents would heartily agree. A frontline report from strike-bound Coventry, page 5.

Brainwave dice wins top prize

by Carolyn O'Grady

The winner of *The TES*'s national competition for inventive classroom aids was Mr Richard Hobbs, 38, of North Lancing First and Middle School in Sussex. Sadly, Mr Hobbs died shortly before the results were announced.

His winning invention was a Perspex and wooden dice with moveable small pieces instead of dots. The device can be used to put across simple ideas about number in nursery and primary schools, and is also a pre-school tactile aid.

The Brainwave competition, organized, by *The TES* and Hestair Hope, the educational equipment manufacturers, asks teachers to submit ideas for aids which will improve classroom life and aid learning.

Mr Hobbs had a fertile mind, and was adept at making educational aids for his school, particularly to help children who had difficulties with maths. The moveable point dice was tried out at a playschool attached to a local church and in the North Lancing lower school.

The Brainwave competition was organized in seven categories: mathematics, music, craft, pre-school, environmental studies, science, and aids for the handicapped.

The overall winner was chosen form the category prize winners. Other prize-winning entries include an apparatus representing the passage of light rays through normal or defective eyes; a pencil holder to help handicapped children write; and mathematical aids for teaching about protractors.

The overall winner was chosen from the category prize winners. together with a trophy and certificate. Mr Hobbs' school receives £1,000.

Mr Hobbs' prize was collected by his wife at a presentation at the Stationers' Hall, London, yesterday.

Category winners were awarded cash prizes of £150 each with £350 going to each school. Runners up received £75 each and their schools were given £175. The competition will be run again next year.

Competion report pages 32 and 33.

Eastern head hunt

by Hilary Wilce

A college head is likely to be given several thousand pounds to 'shop' for overseas students.

Some of the money will be used to finance a trip to the Far East by the head and a senior college staff member. The rest will be spent on printing brochures, advertising in newspapers abroad, and contacting overseas schools. To date, only a handful of universities have pursued such aggressive recruitment policies outside the United Kingdom.

Northamptonshire's further and higher education subcommittee last week recommended that Tresham College, at Kettering and Corby, should be given £4,500 to maintain its foreign student numbers. The proposal is almost certain to be passed by the education committee in the new year.

Mr Keith Rowland, the principal of the college, told the committee that keen foreign students helped to maintain standards and to keep minority courses open for home students. They were also a source of revenue. For £4,500 he could bring in £75,000.

Most of the college's students come from Hong Kong and Malaysia, and study business and science A levels. The majority are private students, whose families pay their tuition fees of about £1,500 a year.

The college has 1,600 full-time students and a total enrolment of 7,000. A recent review suggested that 200 was the ideal number of overseas students, but numbers have dwindled since fees were raised.

TV plea on crime

Three former prisoners will take part in a Granada Television report on Sunday to recruit other ex-prisoners to visit youth clubs and schools to deter young people from crime.

Bristol University votes for a 50% cut in education faculty

by Biddy Passmore

Bristol University senate voted on Monday for a cuts package which would drastically reduce the size of the education faculty but not close it.

The proposed cut is so large – up to 50 per cent of staff – that a spokesman for the faculty said this week it would have "a pretty dramatic impact" on its work. "It's better than obliteration but it's not good news," he said.

However the Russian department, originally scheduled for closure, will survive and may expand to twice its present size.

The option for which the senate voted avoids the wholesale closure of any departments. Architecture, history of art, Italian, and drama would therefore be spared the axe. But they and the education faculty have instead been earmarked for the heaviest cuts in staff.

However, a university spokesman stressed this week that these decisions were by no means final. Monday's proceedings were an advisory vote to the college of deans, which will now draw up a final cuts paper for a further senate meeting in February. The result of that meeting may then be overturned by the university's supreme body, the council, two weeks later.

The original proposal to close the education faculty was condemned this week by the Assistant Masters and Mistresses Association (AMMA) which said it was "alarmed and horrified" by the possibility.

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Positive action in Brixton could work

The black community in Brixton (as elsewhere in this country) must by now have had all they need in the way of reports. There comes a time when the talking and reporting has to stop, and the necessary action has to be taken. The question is how far the reports will help action along the right road.

Lord Scarman raised such high hopes by the conduct of his inquiry, with his very personal blend of the wise radical and the judicial common touch, that it was almost inevitable that some of those hopes would not be met. But no report worth its salt would please everybody (a consensus in this case could only represent the status quo in pursuit of platitudes); it seems to be largely the far right law-and-order brigade, and the radical voice calling for immediate and total abolition of stop and search powers, which have drawn back from the welcome for the Scarman Report.

Since Lord Scarman was initially called in to inquire into the serious disorders in Brixton in April, and to make recommendations as a result of his investigations, it was inevitable that much of the report would deal with the conduct and powers of the police. Certainly almost all the widespread reaction has centred on this subject, while the section on education has passed largely unremarked.

This may have had something to do with the fact that while the Home Secretary (to whom admittedly the report was addressed) and the police immediately promised swift action, there has so far been no public acknowledgment from the Secretary of State for Education of the fact that Lord Scarman specifically called for a lead from the Government on ethnic minority education.

Pushed this week for such a lead, the most that the DES could offer, through a spokesman, was a reminder that consultations were already taking place on the Rampton Committee's interim report and the Home Affairs committee report on racial disadvantage.

Now it is true that Scarman's four main educational recommendations echo the findings of those two reports. Members of the Rampton/Swann Committee are indeed heartened by his support, and would be even more appreciative to get a similar response out of the DES.

It is also true that the actions Scarman considers necessary with respect to pre-school care and education, teacher training, language and home-school relations could not of themselves avert disorders in which unemployment, discrimination, and destructive relationships with the police so obviously play a major part – or certainly not in the short-term.

Longer term, though, it must be equally clear that what happens to the black children of Brixton before they are five, and while they are at school, will play a part in shaping their attitudes by the time they reach the employment market or the hopeless street corners.

This being so, it is possible to take some heart from what *TES* reporters (page 6) found this week when they visited schools in the heart of the former riot area. Not only were they putting into practice ideas that Lord Scarman had commended in all his four main areas for action, as well as liaison with the police, but they were pretty sure that they were doing better in these respects than they could have done a few years ago. This was partly due to falling rolls and more stable teaching staff, so that schools were less crowded and unsettled places than 10 years ago, and also to the acknowledged generous provision of the Inner London Education Authority. This echoes what Lord Scarman himself said about his visit to Tulse Hill School and the pioneering work of ILEA, and raises two questions. How far were participants in the violence of April the products of the over-crowded and chaotic classrooms of a few years back? And will ILEA be able to continue with the work which Scarman commends if Mr Heseltine's proposals to cut back its spending mean that the authority must abandon the small classes, and cut back on the work of the multi-cultural inspectorate, and the in-service training which are an essential part of it?

There is also a question to be addressed to Mr Heseltine's own Department of the Environment in the light of Lord Scarman's call for a coordinated attack by central and local government. In a letter to *The Times* Lady Plowden welcomed Lord Scarman's recommendations about the under-fives, and said that playgroups could do more, but only with a grant from the Inner City Partnership, which had been refused.

The chairman of Lambeth social services committee now says that this was because the DoE does not favour that sort of recurrent spending project for ICP money. Will they be able to see the point of it now?

It may be that the only place where Lord Scarman struck a wrong note was in his call for positive discrimination. For all his radicalism he is clearly not moving sufficiently in radical circles where the word discrimination is no longer acceptable in any form. Affirmative action is now the in-phrase or, alternatively, positive action. In any event, he has shown how affirmative action can be taken in education, and there is some evidence that it works. Over to the DES and, unfortunately, the DoE.

Comment

Facing up to the Coventry effect

Schools provide a remarkably reliable public service. Whatever their internal difficulties, from the point of view of parents and children, there they are, warm and mostly welcoming, five days a week in term-time.

So when something shuts them down – as the cleaners' and caretakers' strike has in Coventry for the past four weeks (page 5) – it comes as a great shock. And provided the dispute does not last much longer, the shock may have had some good effects.

Parents have discovered that teaching their children is no picnic. Children have discovered that they miss school. And teachers – given time to plan curriculum and visit libraries and resources centres – have realized just how little time they have in the normal course of the school week. They have also found unexpected gaps in children's knowledge and capabilities.

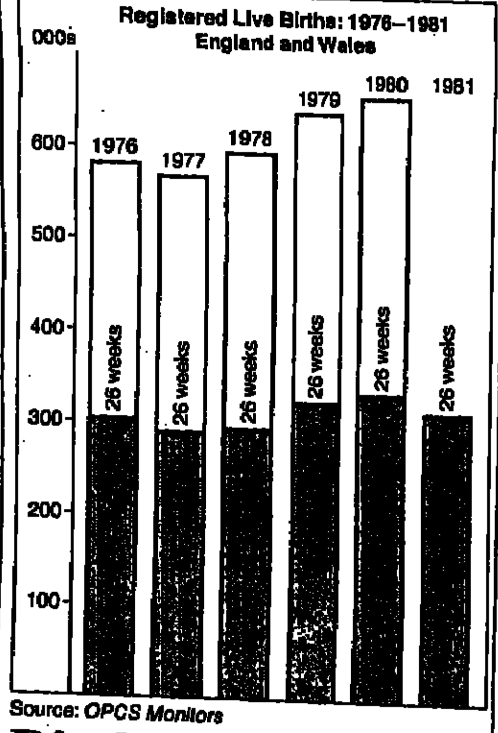
It is ironic that it takes a complete shutdown, for an unusually long time, to generate these kinds of understandings. And it is tempting to moralize about what happens when an electorate that voted seven to one in favour of spending cuts faces up to their effects.

In fact, the effect of cuts is not normally to shut down a service. Coventry council's splits and dithers, that resulted in an expensive referendum confirming the inevitable, simply ensured that cuts would have to be imposed at high speed, causing maximum difficulties for schools which, for example, had to reduce capitation in mid-year.

But this is the first time that the effect of education cuts has been a strike that shut down schools for several weeks. (It may not be the last, as Mr Heseltine searches for his formula to force high spending authorities to cut back.)

The more usual effects are the cut back, or near extinction, of non-statutory services for pre-school children, adults, and students in further education, and the whittling away of resources, support services, and time for professional development inside schools.

But the drama in Coventry clearly illustrates one result of all education cuts, whether or not they result in shutdown, or in public attention and protest. The children and families in Coventry who have been really hit by the shutdown are the ones who need schools – with their professional teaching, their free dinners, and their reliable five day a week service – the most.



Source: *OPCS Monitors*

Birth figures down again

Signals earlier this year which suggested that the rising trend of births in England and Wales since 1979 may have turned down were confirmed last week. The Office of Population Censuses and Surveys has issued provisional figures for the number of births reported in the first six months of 1981 and these suggest a drop of 4 to 5 per cent on the first half of 1980.

There are a number of caveats. The civil servants strike may have affected the accuracy of the information. And, as usual, the OPCS stresses that the statistics for birth registration have to be adjusted to take account of how the bank holidays fall, which may increase or decrease the number of registrations in any given period. For the same reason it is not possible to project the second half from the figures for the first half. The OPCS still has not caught up enough of the ground lost during the strike to resume the publication of weekly figures, so there is no official guidance as to what has been happening during the past six months.

The most plausible explanation, however, remains the obvious one – that the short-lived rising trend has turned down. It is too soon to think about revised projections for future numbers in primary and secondary schools, but this must support the DES in guessing that the figures will follow the low projection among those already placed before the Advisory Council on the Supply and Education of Teachers, with more unpleasant consequences for teacher training.

Up and down the primary graph

The reminder in *The TES* last month that there would be jobs galore for primary teachers from 1985 onwards took a lot of people by surprise – and has been received by some with justifiable scepticism (see Miss Yearp's letter, page 14).

Yet as far back as March we carried a graph, based on computer forecasts, which was supplied to the Government's Advisory Committee on the Supply and Training of Teachers. It was the dramatic plunge from 14,000 vacancies a year five years ago to only two or three score in 1983 which made the impact, one which has been felt in human terms by too many youngsters nobly inspired to teach but now languishing in jobs they fell back upon or, at worst, in no jobs at all.

But the graph also showed a nearly vertical climb in the mid-eighties to a demand of 8,000 a year, rising to 10,500 by the early nineties. Well might the DES point out to ACSET that even if last year's intake of 5,500 to the BEd degree went, after allowing for wastage, wholly to jobs in primary schools, they would still not fill all the jobs going in that sector by 1990.

Already however, this vision of the future looks less stark. As Miss Whitbread's letter this week points out, the 1981 BEd intake was over 6,000 and applications for admission in October next year are up again.

Nevertheless, it is clear from papers supplied to ACSET by the DES that a significant proportion of the increasing number of primary teachers after 1985 are expected to come via the other route, the postgraduate certificate of education.

This changes the concept of polytechnic and particularly university departments of education quite dramatically. The latter were always associated with producing grammar school teachers, latterly comprehensives. Although a few departments now put on a primary course these do not furnish in the university departments more than about 400 places out of 5,000. Next year, by ministerial edict, to reduce teacher unemployment the PGCE output will be 20 per cent smaller. Two years later, when the demand for primary teachers becomes pressing, will the postgraduate departments, their staff relatively inexperienced in junior schools, be able to produce them?

It need not be impossible, especially if the traffic between the training institutions and the schools which has broadened in recent years is broadened further and quickened. (Though not so far as Mary Warnock was advocating last month in *The TES*, when the distinction between practitioner and tutor would disappear.) But Dr William Taylor, director of the London Institute of Education, reckons that if the expertise of primary staff who have attended courses or otherwise worked with the Institute in recent years were used to help train students, the challenge could easily be met. By the mid-nineties the secondary specialists would be in business again.

Save our music

When Antony Hopkins arrested the euphoric procedings at last week's Schools Prom with a sudden and impassioned plea on behalf of school music, he was exaggerating neither the seriouness of the current threat nor the importance of the thing threatened. Music education is necessarily expensive: violins cost more than football boots, and violin teachers who do not also happen to be form teachers or geography specialists must necessarily spread their didactic talents over wide areas. For such people to be axed, in line with other freelance specialists, is depressingly understandable from a commercial point of view and depressingly myopic in the long term.

The real lesson of such events as the Prom is not that commercially-minded young music makers can be lured across from Germany, nor is it simply that music is fun. Music *is* fun, but it is also one of the deepest and most sophisticated modes of human expression, and it is in response to this fact that such care and devotion is evoked from the girl clarinettists from Wantage, the recorder-players from High Wycombe, the Dvorak-symphonists from Surrey, and the Solihull Sixth Form Brass Quintet. The arts in education are currently threatened not only by cash cuts but by a rampaging utilitarianism whose key words are "popular" and "community". In the last analysis, all art is private, and personal.

Michael Church

No comment

"Oakham has been coeducational for a decade: girls bring a prized normality to school life and keep teachers agile." *The Sunday Times Colour Supplement*, November 11.

Teaching course for graduates too easy, say tutors

by Bert Lodge

Almost half the tutors in university education departments think the one-year postgraduate certificate of education course giving graduates qualified teacher status is too easy.

Seven out of 10 lecturers would like to fail students whose performance on teaching practice is suspect and six out of 10 would fail them for unsatisfactory written work, however good their teaching.

A growing attitude towards making the course more competitive is revealed in a study of 1,255 staff in 30 university departments of education. They survey was carried out by Leicester University school of education under the direction of Professor Gerald Bernham, as part of a DES survey into initial teacher training in universities.

It also shows that more than half the staff reached head of department or higher in schools or further education before becoming teacher trainers.

Two thirds taught for five years or more and six out of 10 also taught in other institutions of higher education.

Up to 40 per cent have had full-time employment other than teaching and two-thirds are pursuing some kind of research, one in five with outside funding. More than a quarter have written school text books and more than a third have published a specific academic book or a university level textbook.

The research shows that career prospects for education staff are poorer than for their academic colleagues. Education lecturers tend to be older and a higher proportion are women compared with other university departments.

About one-third come from working class homes, average for university lecturers, although for professors of education the proportion from these origins is higher.

Asked if they thought the present course was too easy, 46 per cent agreed. Among all staff 66 per cent thought they should be more prepared to recommend failure judged on students' teaching practice, and among staff specializing in teaching methods the figure was 70 per cent.

This attitude rose to 75 per cent among arts tutors and to 90 per cent among PE staff. "The softest," says the report, "albeit with small numbers, are the primary tutors, only 60 per cent of whom believe a poor performance on teaching practice should produce a recommendation to fail." Women appear more ready to fail students on this criterion than men.

While a majority think teaching performance should be the main pass or fail test, nearly 60 per cent would also fail students for unsatisfactory written work, however good their teaching. "There is really no excuse for a graduate being unable to produce passable written work," one tutor wrote.

Nearly 20 per cent think attendance at all PGCE classes should be compulsory and 40 per cent think a strict watch should be kept. Half of all respondents agreed that "the PGCE is long enough to provide an introduction to teaching but not a satisfactory one." Yet only 30 per cent called for a longer course with two-thirds of these specifying two years, usually to include the probationary year.

Union claims grants plan will force students off courses

by Biddy Passmore and Sarah Bayliss

The cut in the real value of student grants, announced by the Chancellor of the Exchequer on Wednesday, will make more students abandon their courses because of lack of money, a student leader has predicted.

"The trickle of students leaving college after their first year because of bank overdrafts will turn into a steady stream," Mr David Aaronovitch, president of the National Union of Students, said.

Grants are to rise next autumn by only 4 per cent, which means a drop in real value of about 6 per cent. But a much more extreme plan put forward by Sir Keith Joseph, the Education Secretary, and agreed with Treasury ministers, was rejected by the Cabinet last week.

This would have have eliminated the minimum grant of £410 within two years and led to sharp increases in the parental contribution, yielding savings of about £100m in the £900m annual grants budget. Under the plan adopted, which will freeze both contribution scale, the saving is expected to be about half that amount.

Overall, however, the education service has emerged from the Cabinet discussions with permission to spend an extra £550m next year. This is mostly because the target for local authority spending has been relaxed. Ministers, including Sir Keith Joseph, argued that getting back to the original target after this year's overspending would have been impossible.

Local authorities will still have to cut their spending next year in real terms. But they will have only to spend 3 per cent less rather than the 5 per cent that would have been necessary if the Government had stuck rigidly to its original plans.

Their task will be made harder by the decision to reduce central government's share of local spending in England from 59 to 56 per cent. This means a reduction of about £600m in rate support grant and is expected to add an extra 8 per cent or £19 to the average domestic rate bill next year.

The Government's adoption of "realistic" spending targets for local government has taken some of the pressure off the search for legal ways of curbing local spending.

As *The TES* went to press, it seemed likely that Mr Michael Heseltine, the Environment Secretary, would abandon the sections of his Local Government Bill dealing with referendums and leave the rest intact. This would mean the Government would set a ceiling on initial rate rises next year. Local authorities would then be free to levy supplementary rates without referendums, but these would fall most heavily on the domestic ratepayer.

● A march and lobby of Parliament was staged by 15,000 teachers, lecturers and other educational staff employed by the Inner London Education Authority this week in protest at government proposals to curb local spending.

About two-thirds of the capital's schools and colleges closed on Tuesday afternoon so staff could take part in the rally. They will lose half a day's pay.

Mr Bob Richardson, general secretary of the Inner London Teachers' Association – a branch of the National Union of Teachers which called the protest – said he believed the Government intended to slash the ILEA's budget by one-sixth, which would mean a loss of 3,500 teachers jobs and a similar number of other staff.

The ILEA is now totally dependent on rates for its income, so a curb on rate rises would hit it very hard. This year it lost a government grant of £125m because by spending £700m it was judged to be 50 per cent overspent. This year it has been able to make good the loss of grant by demanding higher rates from the boroughs, but by next year that power is likely to be restricted by the new law.

Campaign for HE stepped up

A campaign by the lecturers' union, NATFHE, to promote higher education in the public sector intensified this week with a "Week of Activity", when meetings, exhibitions and leafletting exercises took place throughout the country. On Tuesday protesters lobbied Parliament (see right).

A document, *Higher Education in the Public Sector*, produced by the union to highlight the campaign, shows that of the 516,000 students in full-time higher education in Great Britain, 219,000 are now in the public sector.

The demand increases yet institutions are now having to turn students away because of government cuts. These will amount to 10 per cent next year alone and the way the money is distributed will mean a cut of 15 per cent in some colleges.

● The proportion of 18-year-olds in higher education in this country, 12.5 per cent, was among the lowest in Europe, Mr Malcolm Lee, president of the college lecturers' union, NATFHE, told a meeting this week in support of his union's "week of activity" on higher education.

Not that higher education was just for 18 to 21-year-olds. "In this institution in which I am speaking, Hatfield Polytechnic, mature students over 25 make up 30 per cent of all students and almost half the full time and sandwich students here are over 21.

"Government arguments that fewer higher education places will be needed when the 18 to 21 group starts to decline in number are nonsense. We're talking of a much wider age group and of an existing rate of participation which should be dramatically increased."

Council group in new plea

by Sarah Bayliss

The Association of County Councils is to renew its plea to Government to repeal or amend the Remuneration of Teachers Act.

Members of the Conservative-controlled Association were furious in the summer when Mr Mark Carlisle, the then Education Secretary, indicated that the Act would not be repealed in time for the 1982 pay round with teachers.

Mr Alistair Lawton, chairman of the ACC's education committee, which urged a change in the law at its meeting last week, said: "Although we appreciate that it is the Government's eventual intention to amend the Act we feel that action is a matter of urgency."

Following discussions with Mr Carlisle, the employers had hoped for a change in the law and a new link between teachers pay and their conditions of service.

The ACC now wants the discussions reopened with Sir Keith Joseph, the new Education Secretary.

Mr Lawton said: "Time is getting on and it is vitally important that pay and other conditions of service negotiations with teachers should take place in a single negotiating forum as for other local government employees."

CEE exam set for 25% rise in entries

by Bob Doe

Entries for the supposedly-doomed Certificate of Extended Education are expected to increase by nearly a quarter next year and have gone up by 84 per cent since 1979 when official recognition for the new exam, later refused by the Government, was recommended in the Keohane Report.

Next week representatives of the CSE Boards are due to meet Sir Keith Joseph, the Education Secretary, to try to persuade him the CEE can meet the requirements laid down by the Government for a 17-plus exam for the one-year sixth former.

Sir Keith's predecessor, Mr Mark Carlisle, rejected the CEE in October 1980 in favour of a new prevocational exam that was to be suitable for both schools and further education. The CEE was allowed to continue only until the new exam was ready.

A leaflet, just produced by the CSE boards and called *CEE – the need*, says in spite of Government hostility subject entries for the CEE have increased from 29,520 in 1979 to an estimated 54,396 in 1982.

Candidate numbers have increased by over a third since 1979 to 29,582 in 1981. The increased numbers staying on in the sixth form this year are expected to swell subject entries next year to 24 per cent above 1981.

The leaflet says this shows "CEE must be meeting the changing curricula needs of the schools in ways provided by no other current examination. The City and Guilds Foundation Courses, despite Government approval and the C & G's high reputation have made remarkably little impact to date in schools with the 17-year-old age group."

The City and Guilds Institute said this week 15,000 students took the foundation courses this year, about half of which were in schools. That was an increase of 40 per cent over the year before and a further 40 per cent increase was expected next year.

The CSE Boards accept the new 17 plus must meet the needs of students in schools and colleges of further education, enhance job opportunities and promote basic skills and say the CEE either does these things already or could be extended to do so if officially recognized.

They also say it must be within the capabilities both schools and colleges to teach it on their own and provide another route to further or higher education.

Off to industry

More than 500 teachers have taken part in industrial secondment through the Education Foundation's "Understanding British Industry" scheme in the five years since it was set up.

Just under half the country's local education authorities and 14 teacher training colleges are involved in the work of setting up closer links between schools and industry.

NHS charges

Charging overseas students for National Health Service treatment would be impractical and potentially discriminatory, says a report out this week. Charges for the health treatment of overseas visitors, including students, is still under consideration by the Government.

The report prepared by the UK Council for Overseas Student Affairs (UKCOSA), examines the problems of identifying patients liable to pay.

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Brixton: religions jostle

by Biddy Passmore

Evil and suffering. Heady stuff for a religious studies lesson first thing on a Monday morning. The debate ranges over selfishness, human rights, Hitler. Subject for homework: Do you agree that human beings are icebergs?

At Tulse Hill county comprehensive school near Brixton, south London, they believe in getting down to fundamentals. And the staff have to do so in a way that makes sense to children from a bewildering variety of backgrounds.

Half of the school's 1,000 boys are black – but black can mean anything from West Indian (the majority) to Asian, Turkish or Chilean.

That variety is reflected throughout the school's curriculum but nowhere more so than in the religious studies department. On the walls, orthodox saints jostle with Buddhas. There are four boxes of teaching aids on a shelf: purple for Jewish, red for Hindu, brown for Islamic, turquoise for Christian.

When Dave Moore, head of religious studies and himself black, came to Tulse Hill in 1974, things were very different. "The Old Testament and New Testament in pictures", is how he describes the old curriculum. "Oh, and heroes of our time – Grace Darling, Elizabeth Fry, Lord Baden-Powell, Albert Schweitzer. Now we study the lives of people like Ghandi and Martin Luther King but we work from the theological issues – what were they making a stand over?"

The change is typical of the revolution in the school's curriculum since the early seventies, when a group of young teachers decided to change things to cope with the noisy challenge posed by Jamaican immigrant pupils. Under the leadership of Bev Woodroffe, then head of English, and the benign influence of Mr Brian Evans, the headmaster, a black studies course was begun.

"The course didn't last very long – 1971–74 – but it had a major impact on the school", Bev Woodroffe, now chief inspector for multi-ethnic education in Inner London, recalls. "Staff suddenly realized that what were teaching in history, geography and English, was very mono-cultural. It's since become a very good multi-cultural curriculum."

Not that "multi-ethnic" (the ILEA's term) or "multi-cultural" (the teachers' term) is an expression used with enthusiasm by the headmaster or staff. They know that in 99 out of 100 cases it means just one thing – educating blacks. That puts the education in a cultural ghetto and means that areas without blacks feel they don't have to bother with a multi-cultural approach.

Black studies as a separate option is out. "I ask myself – what is black culture? What is white culture?" says the new head, Mr Ken Noble, himself from Trinidad.

Tulse Hill staff believe in using their multi-cultural resources – the boys themselves – to the full. In English, where pupils follow a common mode 3 curriculum, which can lead to either GCE or CSE, they are encouraged to draw on their own experiences and to swap cultural references. Good autobiographies are typed and circulated as a teaching resource. Some find their way into readers published by local cooperatives like Black Ink.

The approach seems to produce good results. Last year, the school got 38 grade 1s in CSE English.

Tulse Hill school has its own in-house careers officer, Mr Ted Murray, who is funded through Urban Aid, and a "community links man", Mr Ken Kirkby.

Street violence . . . what future for the young?

Cultural options

by Bert Lodge

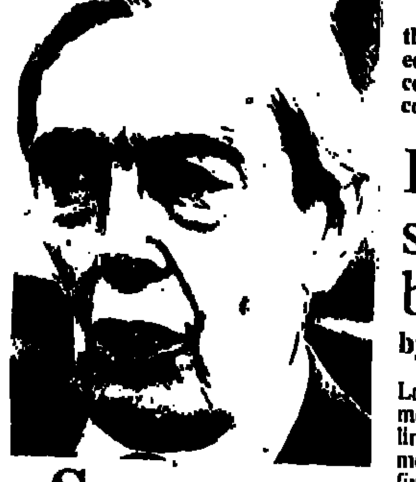
Most recent research shows that in perhaps no more than half of the 80 colleges involved in teacher training, an individual or group of tutors have established "multi-cultural" options such as world religions, Caribbean literature or English as a second language.

And even these endeavours have been described as "a form of tokensim" by a member of the Rampton Committee.

The main area of disappointment is the 30 university departments of education running a postgraduate certificate in education. But this course is already so short that it is difficult to see what more can be crammed into what is in, effect, no more than eight months.

The Council for National Academic Awards, the validating body for most courses in the public sector leading to qualified teacher status, will shortly be considering a proposal, that to meet its approval courses must include a multi-cultural component.

It is generally, thought that in-service courses once the teacher is in post (particularly in areas of ethnic minorities) are the place to educate teachers to meet the demands of a plural society.



Scarman and after

Falling rolls allow time for attention to individuals

by Sarah Bayliss

Falling pupil numbers are counted as a blessing by at least one Brixton head teacher.

At the Santley Street junior school where 10 years ago the Victorian building bulged with up to 400 pupils, there are today 122 pupils.

Class sizes vary from 16 to 24 pupils. "With ratios like ours we can give individual attention to every child," said Mrs Iris Turner, the head teacher this week.

The school is just up the road from Lambeth town hall and the Brixton Road where shops were looted and burned in the April and July riots. At a glance the social and economic disadvantages of the children at Santley Street junior look even worse than those quoted in the Scarman report.

Mrs Turner, casting her eye down a class register, counted nine out of 23 children from one-parent families – almost one in three. The average figure for Lambeth quoted by Scarman was one in six families with one parent – twice the national average.

"A lot of our families do have extra crosses to bear," said Mrs Turner. "School is probably the most stable part of the children's lives."

She praised the Inner London Education Authority for recognizing the needs of the area and for continuing to supply staff well above the normal requirement. She and her staff are already fearful of the effects which proposed government legislation could have on provision.

"I sincerely hope that areas like this will be treated with caution – that the Government will heed the danger signs," said Mrs Turner.

Mrs Graham, one of two Caribbean teachers employed at the school recalled the difficulties for children who attended school 10 years ago and who are now Brixton's young adults. "The classes were so much bigger – we just didn't have the time or the energy to help them as individuals."

Mrs Marjorie Trotter, head of the Santley Street infant school, was equally critical of the overcrowded and unsettled schools of a decade ago and was cautiously optimistic about the future. The Scarman report – which she bought the day it came out – has given credence to reforms which she said the ILEA has encouraged in her school for some time.

For the under-fives there has been a nursery class since 1975. The following year the authority expanded the provision to two full-time classes for 50 local children. "The ILEA was very ahead of Scarman here."

The nursery classes, which have a considerable waiting list, concentrate on language development, especially since this year almost half their children speak English as a second language. Mother-tongue teaching is not practised but there are two Asian teachers in the infant school whose skills are often called on and there is help from the ILEA's unit for English as a second language.

An HMI who visited the school in September praised the language work being done and teachers in the junior school have commented on improved reading among children from the infants' school.

Mrs Trotter has just passed a diploma in the teaching and learning of reading and related skills for which the ILEA paid the fees. In recent months three other teachers in the junior school have either begun or completed studies in multicultural education with funding from the ILEA.

Home-school liaison, which Scarman also said was vital, has been encouraged by the schools nursery advisor. The Lambeth division now has a team of peripatetic home school liaison teachers for the under-fives and their families.

On police relations Mrs Trotter pointed to the marked difference between the school's friendly home beat officer – who was their Father Christmas last year – and the behaviour of other officers in Brixton.

"Why are policemen always nice to little children and horrid to grown-ups?" demanded one pupil recently.

Playgroups sympathy but no cash

by Diane Spencer

Lady Plowden has called for more money for pre-school playgroups, in line with Lord Scarman's recommendations, but her plea is likely to find only sympathy, not cash, from Lambeth with its troubled area of Brixton.

In a letter to *The Times* last week, Lady Plowden welcomed Lord Scarman's recommendation for more playgroups, which he said were particularly important in an area like Brixton. But she said an application for funding for an extended hours day group had recently been turned down by a council committee for an Inner City Partnership grant.

Mrs Sheila Stace, chairman of Lambeth's Social Services Committee said this week that her committee was tied by the Department of the Environment's priorities for using ICP money.

The DoE favoured schemes for improving the environment and increasing employment rather than on social services.

The department, she claimed, thought Lambeth got more than most in terms of social provision. The DoE also wanted the ICP funds spent on capital programmes not on schemes involving revenue costs such as the playgroup mentioned by Lady Plowden.

Imperial may admit from inner cities

In a swift reaction the Scarman Report, one of the country's leading university institutions, announced last week that it hoped to admit a small group of students from deprived inner city areas next year who did not have the high A level grades normally required.

Imperial College of Science and Technology expects to take about six students a year, probably black, from areas like Brixton. If the students do not have any A levels, they will be expected to take a one-year course at college to bring them up to standard.

Lord Flowers, rector of Imperial, stressed last week that the college was not lowering its standards. While the students to be admitted under the scheme would not have the usual formal requirements, they would to be up to the usual degree of intelligence, he said.

Ministers consider three race reports

The Department of Education and Science does not expect its Ministers to rush into making a reply to the Scarman report.

A spokesman said this week that consultations are already taking place on the Rampton Committee's interim report and the Home Affairs Committee report on racial disadvantage on which many Lord Scarman's recommendations were based.

These consultations would end on December 18, but he expected a statement on Lord Scarman's report before then.

It was also likely that the department would be looking at the recommendation on education service/police relationships which had not been considered in the other reports.

Getting involved in class

It did not take the recent riots or the Scarman report for the Richard Atkins Infants School to become involved with its parents.

The head, Anne Singleton, has always been a firm believer in parental participation.

Richard Atkins is a Social Priority Area (SPA) infants school on the fringes of Brixton. The population is slightly older and more settled, but the area is still at the bottom of the socio-economic scale.

The school has a high percentage of children from one-parent families and children on free school meals. For over a year now, Ann Singleton has been running a scheme whereby parents come into the classroom to participate in a lesson between their child and his teacher and to discuss their child's work and progress.

More than 100 children have taken part in the scheme so far: the response rate from mothers (with a sprinkling of fathers) has been almost 100 per cent, despite the fact that many of them are working and have to take time off to go to school.

Parent participation at Richard Atkins school

The Scarman report, and the report of the Rampton Committee before it, said that the West Indian community was not sufficiently involved in its children's learning.

"Of course, the parents are concerned," Anne Singleton says, "but they have so many problems to contend with and not much time left to come into school."

Every parent gets a letter from her during their child's second term in the reception class. She asks them to choose a morning of afternoon to visit the school and gives them a set time. At this first visit, the emphasis is naturally on pre-reading and writing skill: the importance of dialogue between parent and child.

While teacher, child and parent sit in a corner of the classroom, Ann Singleton takes the rest of the class. This gives the parent a chance to see the life of the school and to come into the classroom with a reason for being there.

Further visits by the parent (there are three in all during the child's stay in the infants school) take in the school's philosophy to reading and explain the way maths is taught.

Anne Singleton does not try to evaluate the scheme in terms of progress in reading ages. It is enough that parents understand what the school is trying to do. It is an added bonus when parents do help the children at home and, certainly, it is noticeably evident in the child's work when this happens.

Her staff, from a position of initial reluctance, are now enthusiastic. They talk about the difference a classroom visit by the parent makes to the child's attitude and about the value of seeing the child in relationship to a parent.

Anne Singleton feels slightly sceptical about the Scarman Report. "There is lot of heated talk about white teachers putting down black people," she said. "But those of us who came through the sixties when things were really difficult and the problems were acute, feel it has changed. We never want to go back to those days."

Julia Hagedorn

Sack the biased

Teachers who show racial bias should be sacked, the National Convention of Black Teachers says.

In its response to the Scarman report, the convention says that teachers as well as policemen should lose their jobs if they discriminate against ethnic minorities. It comes out against Lord Scarman's suggestions on positive discrimination towards blacks, however, claiming that black teachers would rather settle for equality with whites.

Get involved plea to governors

by Biddy Passmore

School governors should spend whole days inside their schools to find out what they are really like, a conference for Labour governors was told at the weekend.

Ms Margaret Maden, headmistress of Islington Green comprehensive school, said governors had the power to make a massive difference to a school. Her own school would have been closed if it had not been for its governing body, she said at the one-day conference at Bethnal Green, east London, organized by the Socialist Educational Association.

Governing bodies should be a place for "healthy, vigorous debate," Ms Maden said. She did not understand the assumptions in the Taylor Report about "a local, happy consensus". The non-professionals should take on the professionals over such matters as appointments and promotion. Similarly, if teacher governors thought one of their teacher colleagues was not getting deserved promotion, they should argue it out with the other governors.

Ms Maden also took issue with Taylor's views on political representation on governing bodies. Politicians represented the public interest and had a strong right to be there, she said.

Governors had two main sources of information on which to base their decisions. The local education authority and the head's report. In Islington she had found that heads reports varied from her own 30-page document to a 10-minute talk at the governors' meeting.

Governors must insist that the report should say how pupils had got into the school and where they lived and how many had left or joined the roll each term, said Ms Maden. "If the number trickling out is greater than the number trickling in, something is probably wrong," she said.

When schools amalgamated, the governing bodies must have a staffing policy for filling the posts.

Useful maths interesting, survey finds

by Bob Doe

If 15-year-olds believe their mathematics is useful, they tend to find it more interesting and enjoyable regardless of how good they are.

That is one of the findings of the latest survey of secondary school maths carried out by the Government's Assessment of Performance Unit. It also revealed many fifth formers with a "fragile grasp" of important maths concepts and in some respects not much better at their sums than 11-year-olds.

The general pattern of results of the latest (1980) survey published yeasterday were much the same as the earlier (1979) one published last year.

But for the first time secondary pupils' attitudes to mathematics were surveyed by asking them to agree or disagree with statements such as "Maths is easy for me" or "I don't see the value of most of the maths I do".

Four kinds of attitudes to maths were looked at; whether pupils enjoyed it, whether they found it interesting or easy and whether they believed it was useful.

Each was positively related to the other and to the pupils' performances on the unit's tests; if they found maths interesting, they tended to find it enjoyable, easy and useful, and to do relatively well on the tests.

But further analysis revealed enjoyment and interest in maths was strongly influenced by whether the topics covered were regarded as useful.

Boys tended to underrate, and girls to overrate, the difficulty of maths in relation to their test results; in other words boys tend to be over confident and girls over modest about their mathematical abilities.

Half the 15-year-olds tested had an elementary understanding of algebra and angles and three quarters understood place value, though only half could apply it to decimal numbers. But "several features of the data indicated that many pupils had a fragile grasp of these concepts," the report adds.

In the latest secondary survey the Unit has provided much more detail of the kinds of errors pupils made. This sometimes gives a strong indication of the reasons pupils got it wrong.

One problem shows a signpost at a junction which reads Newtown 18km in one direction and Upton 23km in the other and asks "How far is it from Newton to Upton along this road?" The right answer was given by 79 per cent but 15 per cent gave 5km.

The practical tests revealed that 60 per cent or more could use a protractor, a ruler and a balance for basic measuring, but concepts related to these measurements were not well understood, the report says.

Only a few pupils were unable to use a calculator to do a single step calculation and more than 80 per cent could do a two operation calculation with one. Only about a half knew how to check they had got the right answer, however.

Mathematical Development Secondary Survey Report No 2, HMSO £6.70.

Hyde Park Corner: weary jobless youngsters who took part in the TUC's 750-mile tour of Britain, the Jobs Express, rallied for a well-earned breather in London last weekend.

Solving real problems

Giving pupils real problems to solve with mathematics is the purpose of a new series of publications announced this week by the Schools Council.

What is wrong with maths teaching is that it is based on solving artificial problems with one single right answer, according to Professor David Burghes, professor of education at Exeter University and the man behind these new books.

Professor Burghes got together a group of maths teachers and lecturers at Spode Priory, Staffordshire, to produce four books of problems that would show how maths could be applied to everyday problems.

The Spode Group has also tried to make those problems interesting to the kinds of pupils likely to be asked to solve them.

The first book was published this week and is aimed at O level and A level mathematicians. It has questions about handicapping systems for weightlifters, marketing a new bicycle, modelling a shot putt, whether to buy or rent a television and forecasting inflation.

For example: athletes continue to run the mile faster and faster as the years go by but a mile, say, in one minute would seem impossible. Using the data given can you estimate when it is likely that the mile could be run in 3 minutes 40 seconds (details of the world record times for the mile are given from 1913 when it stood at 4 minutes 14.4 seconds).

Questions aimed at CSE candidates will be included in later books in the series. Each problem is accompanied by notes for the teacher.

***Solving real problems with mathematics* Volume One by The Spode Group published by CIT Press price £4.50.**

Council defends plan to keep records of black children

by Diane Spencer

A black pressure group is strongly opposing a plan to keep ethnic records in the London borough of Haringey.

The Haringey Black Pressure Group on Education argues that collecting figures will be "just a substitute for positive action". It is petitioning the council to change its mind and abandon its plan.

Mrs Dorothy Kuya, race relations and ethnic advisor to the borough, said the council decided to collect these records in October 1979 and consultations have been carried out since.

She was surprised and puzzled by the pressure group's sudden attack on the scheme. "They display an ignorance of the issues which is very confusing and unhelpful."

The council wants to keep records to ensure its equal opportunities policy is working, to see that everyone gets their share of the services.

The plan is supported by the ethnic minorities joint consultative committee of the council. "They are always asking for ethnic figures for example, on the number of black children who get suspended from school. We are desperately short of accurate information," said Ms Kuya.

Information will be collected voluntarily and, as far as humanly possible, kept confidential.

A spokesman for the pressure group, who is also a teacher, said his members were fighting for a better standard of education for all.

● More than 200 children in the care of local authorities voted last week for the right to see their files and attend reviews of their cases. The young people, aged between 12 and 17 were attending the first national conference for children in care organized by the Children's Legal Centre.

Classroom equality spelt out

Sex discrimination in schools is being tackled by two education authorities who have issued firm guidelines to head teachers.

In Manchester, the home of the Equal Opportunities Commission, the city's education committee has urged head teachers to treat equal opportunities for girls and boys as "fundamentally important".

And in Somerset the authority has taken the unprecedented step of issuing an official instruction to schools stressing that heads should not expect parents to make a particular request for a child to study a "non-traditional" subject – such as metalwork for a girl or cookery for a boy. A free choice of craft subjects must be available to all children.

In Manchester the education committee has said the curriculum should offer all pupils "a full and realistic choice of the whole range of options".

Girls in particular should be able to take up any craft or science subject and boys any course in domestic science or child care.

The committee has called for a report on the deficiencies of subject teaching in single sex schools and on the cost of necessary improvements.

Somerset education committee has been congratulated by the Equal Opportunities Commission for its willingness to follow the spirit as well as the letter of the Sex Discrimination Act in its guidelines to schools.

The county was visited some months ago by the EOC after complaints from parents suggested that choice of subject was being curtailed on grounds of gender.

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Toxteth comprehensive saved despite falling rolls and l.e.a. opposition

Sir Keith lifts closure threat to mixed-race school

by Sandra Hempel

The threat to close a multi-racial Liverpool school has been lifted by the Education Secretary, but uncertainty continues about its future.

Paddington comprehensive school, part of whose catchment area is Toxteth, scene of the summer riots, is to stay open, despite the wishes of the Liberal-controlled local education authority which wanted to re-open it as a girls' selective school.

The school has only 440 pupils on its rolls although it has places for 1,500. Its supporters claim that it represents an excellent example of multi-racial education while its critics say that it lacks of support proves that it has failed.

Sir Keith Joseph is said to have been concerned that pupils would have to travel some distance to other schools, and be unable to take part in extra-curricular activities, and that a selective girls' school would be out of the place in a comprehensive system.

He has approved plans to close four other Liverpool comprehensives, and to establish two new ones on the sites of two of the schools to be closed.

Mrs Margaret Simey, chairman of Paddington's board of governors, welcomed the *Secretary of States's* "sensible" decision.

Pupil numbers were low because of a local campaign to denigrate the school and because parents did not want to send their children to a place which was threatened with closure.

She expected to see the numbers rise soon.

The school would, however, "die a slow, lingering death" instead of a quick one if the decision to keep it open were not coupled with the closure of five other schools in the area, according to Mr Jim Ferguson, National Union of Teachers' divisional secretary for Liverpool.

"The council must take the courageous decision to close two grammar schools and three small comprehensive schools in order to make Paddington viable," he said.

The schools are: Fairfield, Lawrence Road, Edgehill, and the Liverpool Institute High School for Boys and Liverpool High School for Girls.

Meanwhile, the local NUT is due to meet council representatives in the next few weeks to restate its proposals. Mr Ferguson claims that he has the backing of all NUT members at the schools affected.

Liberal councillor Mr John Bowen an education committee member, said he regretted Sir Keith's decision. He thought the details, rather than the substance, of the plan had caused its rejection.

"If we were allowed to re-open it as a girls' school it would have given us a wonderful opportunity to use it fully," he said. "We might now consider another plan which would involve closing it and re-opening it as a sixth-form college."

In-service training gets backing

Attendance on short in-service courses should be regularly expected of teachers and not left solely to individual whim, a Schools Council report says this week.

But courses should be away from the teachers' own school. And they would improve if teachers were more critical of them.

The report is the result of 18 months research by Dr Jean Rudduck, an educational researcher at East Anglia University, and covers five local authorities. She concludes, "If short in-service courses are to contribute to the improvement of schooling through professional development of teachers then there would seem to be a need to move forward from benevolent opportunism – where some teachers attend some courses of interest to them – towards a more systematic attendance pattern . . .

"At the same time it would be misguided to over-regiment in-service training so that individual teachers felt unable to pursue their own excited interests through in-service events."

Acknowledging the growth in popularity of school-based courses, the report doubts whether ideas of sufficient quality and impact to galvanize the staff can be found within the teacher's own school.

"Moreover school-based courses cannot offer a break from routine . . . from routine settings and routine company." Teachers profit most from being able to talk with teachers from other schools and work with them in settings different from their own staffroom."

"The present study reveals the deep sens of professional isolation that many teachers still feel; this makes attendance at outside in-service meetings a crucial aspect of professional life."

Making the most of the short in-service course. Schools Council working paper 71. Methuen Educational, £5.95.

Cuts hit the poor most survey says

Poor children are bearing the brunt of education spending cuts, says a report published this week by the National Union of Teachers and the Child Poverty Action Group.

A survey of 118 schools, covering 30,000 children – one quarter of the school population in Leicestshire revealed:

- ☐ the poor quality of food and standards of nutrition for children most in need of a good meal at midday;
- ☐ that many families caught in the "poverty trap" are now having to pay for school meals;
- ☐ a decline in the number eating school meals from 63 per cent in 1979 to 44 per cent in 1980;
- ☐ that children are not referred for free school milk unless doctor or nurse says there are health reasons – not if the child is hungry or tired;
- ☐ that in some schools children were expected to provide books and those who could not "suffered";
- ☐ reductions in ancillary staff which menat teachers spent more time out of lessons and could give less time to individual tuition with remedial children worst hit;
- ☐ a decline in building and safety standards;
- ☐ that parents had to provide materials and without the help of free paper from a local printer, there would have been a shortage in one primary school.

But the cuts had little impact on a secondary school in a properous area, the survey found. A primary school thought that children went without mainly through parental neglect not lack of money.

The CPAG says these comments illustrate the increasingly sharp divide between the haves and the have nots.

School children and the education cuts in Leicestshire, CPAG NUT, Leicestershire from NUT, Hamilton House, Mabledon Place, London WC1H 9BD, £1.00.

Smaller pitches in future if land is sold.

Central Council for Physical Recreation annual conference.

Playing field areas may be sold off

by Bert Lodge

Some schools face the prospect of having parts of their playing fields taken from them and sold off by the local authority at a profit, Mr Neil Macfarlane, Minister for Sport, admitted last week.

But he denied this amounted to a reduction in school sports facilities. Not was the local authority bound to seek the highest bidder for the land.

Mr Macfarlane told the annual conference of the Central Council for Physical Recreation at Bournemouth that falling rolls had made it imperative to look again at school playing areas.

"Earlier standards for the provision of school playing fields were based on a gross space calculation. They were not concerned with whether a space was the right shape or properly contoured or drained to allow a full range of sport to be played.

"The new regulations have replaced gross space by introducing a concept of providing usable space, to a minimum standard.

"In the longer term I accept that the total area of playing fields at schools may well be reduced. But much of the land lost could well be those areas unsuitable for sport and for schools' purposes."

In any case the land lost by the schools could well be brought into use for community recreation, Mr Macfarlane said.

Permission had been given to substitute hard porous surfaces for traditional grass. "These surfaces have a greater potential for sustained use and while they are unlikely to replace grass at most schools they will certainly strengthen the argument in favour of community use wherever they are laid."

It was essential for the community to have access to sports facilities, often on educational premises, when they were not being used, he said. There were problems associated with dual use but more was being achieved gradually.

But Mr Roy Howitt, PE inspector for the London borough of Newham, said his local authority had rejected the idea of dual use by school and community.

"We should have 400 acres of grass areas for our schools by DES standards. In fact we have only 150. Football pitches should be not be played on more than about nine hours a week. We use ours 27 hours a week."

Sports body accused over setting up of award scheme

The Central Council for Physical Recreation, representing more than 200 governing bodies of sport at national and school level, has been accused of going over the heads of schools' associations in setting up an awards schemes for children.

Mr Walter Robins, chairman of the National Council for Schools Sports, said that only the national governing bodies had been consulted by the council when the Pentathlete scheme, which requires children to reach certain standards in five out of ten sports, was devised.

He said: "More awards are gained through schools rather than through any other agency. It is clear that the senior governing bodies of the 10 sports concerned had been contacted. Member associations of my council were disappointed not to have been involved in the planning stage."

Miss Pat Gregory, secretary of the Women's Football Association, wanted to know how football for girls could be introduced into schools.

Mr Roy Howitt, PE instructor for the London borough of Newham, said it had been introduced in some primary schools. He was in favour of offering skills to all pupils, but when it came to competition each area had to decide for itself.

He added: "You may get parents' opposition. A lot of our problems in education are caused because parents don't want us to do something".

Mr James Elkin, vice-chairman of the Martial Arts Commission, drew the conference's attention to a survey among fifth and sixth year pupils in his own area of Hounslow. Asked where economics in education could be made, 85 per cent had said: "Cut back in PE."

Rich area begins to feel pinch

Parents in one of the country's wealthiest boroughs claim that education cuts are now badly affecting their children and that no area is protected.

A report by parents of children at a primary school in the London Borough of Richmond says the education at Westfields school in Barnes is now significantly worse than it was two years ago.

The total teaching staff, the report says, has been cut from 9.6 to 8, a drop of 16.6 per cent, although the school roll went down by less than 7 per cent.

It claims that the school has lost its part-time specialists in remedial work and infants' music and a full-time specialist in dance and drama. There is also no longer a "float" teacher to deputize during illness or when a teacher is taking a specialist class.

The parents say that the head teacher has been forced to reverse his previous policy of reducing class size and that a new lower ceiling for the total school roll has failed to keep the reception class on or below the National Union of Teachers' recommended maximum of 27 pupils.

The Westfield parents are also concerned about the impact of future local authority decisions on the school. They are worried that two huts used to provide much-needed extra teaching space will be removed, and fear that their fund-raising will be relied upon more and more.

They say they have already helped to buy playground equipment and educational materials such as Fletcher mathematics kits and this term are subsidizing junior swimming.

Shopfloor problems at A level

by Bob Doe

Sixth formers will go into factories and solve real production problems as part of the new A level in industrial studies that the Oxford GCE board expects to make available to all schools from 1984 as an alternative to academic economics courses.

Industrial studies has been created to satisfy demands from teachers who are said to want sixth form work of more direct relevance to manufacturing industry. It is also designed to meet the criticism that the education system fails to interest the best minds in careers in industry, channeling them instead into pure academic studies.

"Industrial literacy" is the aim of the syllabus. Students are expected to improve their understanding of the social and economic significance of industry and the way decisions are made in it.

A compulsory 3,000 to 4,000 word case study based on a student's investigation and analysis of a real firm or part of a firm counts for 10 per cent of the course.

Peace campaigners

Teachers must take an active role in educating for peace by discussing the issues with pupils and with local authorities, Mr Jack Chambers, president of the National Union of Teachers said *this* week.

But the union should not affiliate to the Campaign for Nuclear Disarmament. "We have enough to do in our professional roles and trade union activities by way of campaigning in our own unique way," he said.

Speaking recently in Norwich and Sheffield, Mr Chambers said education for peace could not and should not be just an abstract concept about which pupils were shown a few slides, pictures or a CND kit and told to make up their own minds.

Julia Hagedorn reports from a Secondary Heads Association Conference

Co-operative for leavers

A co-operative is planned to start next March to provide employment for school leavers, the conference was told.

Mr George Gyle, head of Springfield School in Middlesbrough – an 11-16 SPA comprehensive – said it had grown out of curriculum work in a multi-disciplinary, mixed ability social education course at the school. This had involved small Teesside businesses, trade unions and the unemployed.

Out of 168 leavers in 1981, only 28 had found permanent employment. The co-operative – which is still in the planning stage – would not set up in competition with local small businesses.

Instead, it would try to provide services that do not already exist in the area – for example, producing loft insulation for old people.

Mr Gyte stressed to *the TES* co-operative would not be operating in school time or on school premises although he hoped for support from the Lea.

It would start with those 16 per cent of youngsters who left school without even getting on a Youth Opportunities Programme scheme. It was not a subsidised venture – it would have to be self-supporting, he said.

YOP under attack

Strong reservations about the Youth Opportunities Programme were expressed by Mr Peter Snape, head of King Edward VI, a 1,500 community college in Totnes, Devon which runs its own YOP scheme.

He criticised the scheme as a cosmetic measure. "These children are from the bottom 20 per cent. I feel that they are not going to get work and, in that sense, the scheme is like teaching table manners to a child who's never going to be able to eat a dinner".

Mobilize to build 16-19s skills profile, schools urged

Schools must find a programme of education and training for all 16 to 19-year-olds, secondary heads heard last week.

This would have to include the 40 per cent who, in the past, had no contact with school after the statutory leaving age.

Mr David Williams, chairman of the Secondary Heads Association 16-19 working party, told a London conference that schools must stake a claim in this expanding area of education.

The conference had been sponsored by SHA to look into how schools and sicth form colleges could contribute to the education and training of the 16-19 age group.

Mr Williams said teachers would have to come to terms with the problems of teacher training, part-timers in sixth forms, mutli-site provision and work experience courses.

The Department of Education had not taken the initiative. It was the Manpower Services Commision which had supplied the people and the finance.

Mr Geoffrey Holland

Mr Geoffrey Holland, commission director said that public services and instructors in this area were outdated. They had not come to terms with the fact that the world was changing and this had huge implications for young people.

It was now impossible to assume that there were jobs for everone.

"Nevertheles, it is untrue to suggest that the young now in schools will never work. Nor can we predict who will and who won't get jobs from any one group in schools," he added.

"What is important is that young people should be left in no doubt of the realities of the world in which they are growing up. It is a truly competitive world in which they will have a survival fight on their hands through their entire working lives – not just at school".

One million unskilled jobs and disappeared in the past-five years because of new technology. The lesson for schools was very important: young people needed work skills and work experience with a vocational basis.

Referring to the *MSC* document *New Training Initiatives*, Mr Holland stressed that all young people should be able to follow a systematic vocational training at 16-plus which started in school and ended at work.

It was no longer relevant, he said, to try to equip them with a particular skill that was in demand at that point. They needed a portfolio of skills on which to draw.

Jobless return to learn

More and more out of work youngsters in depressed areas of Liverpool ar returning to schoo.

A "return and learn" project allows any young person who has been out of work for six months to come back to school for three days without losing employment befefit, and at Shorefields School in Toxteth more than 90 students are now making the most of this opportunity.

The headmistress, Mrs eileen Kennedy-Jellis, told the conference that many schools were frightened to commit themselves to this kind of project becaus they were worried about disruptive pupils coming back. They also feared that pupils attending school full-time might be tempted to become "part-timers" in order to claim employment benefit. Yet at her school the scheme had been operating for four years, and not one full-timer had made such a switch.

Of the fifth and sixth-formers at Shorefields, 30 per cent of pupils come from one-parent families, and 60 per cent of fathers are out of work.

A vigorous Mrs Kennedy-Jellis said. This was necessary to encourage leaves to return, included knocking on doors and pursuing likely "returners" down the corridors of council blocks.

One difficulty with the scheme is that, although there is an agreement between l.e.a.s and the DHSS on the payment of social security and unemployment, some of local officers can be difficult, she said.

And although extra staff are paid for by the Manpower Services Commission, these have to be drawn from the pool of unemployed and can only be on the scheme for 12 months.

Shorefields also operates day release programmes for young people on youth opportunities schemes and a "towards work" scheme for 12 students at a time in three-week blocks.

In addition, there are twilight sessions and evening classes from 4 to 9pm, attended by 1,300 students of all ages.

No stirrings in the village at closures

by Virginia Makins

The picture of village schools acting as a mainspring of rural life takes a knock in a new study of the effects rural primaries.

A team from Aston University studied the social and economic effects of primary reorganization. They did not try to measure educational effects, but looked at the range of curriculum and resources available in schools, and asked parents their views about the effects of closing schools.

They found it difficult to get clear figures of the overall savings of closing schools, but some detailed case studies found likely savings would be about £5000 a year.

There was little evidence that families were incurring extra costs because of closures – though the rules on free transport could constrain the poorer families' choice of schools.

It was impossible to see direct links between the closure of village schools and other facilities, such as shops, or post offices. Certainly, in most cases the schools were seen as less important as a social focus for a village than the shop or pub. In many villages the village hall or community centre has taken over as the main meeting place even before schools had closed.

The research team found few differences in the range of curricuum and resources in closing and continuing schools. But most parents felt that their children had benefitted from the change to bigger schools.

***The Social Effects of Rural Primary School Reorganization*, was commissioned by the Department of Environment and the Department of Education, and is available from Mrs V. Green, Department of Educational enquiry, the University of Aston, Gosta Green, Birmingham B4 7ET, price £5.**

People

Mr Don Winters, 52, becomes senior vice-president of the National Union of Teachers at the union's annual conference at Easter and president at the 1983 annual conference. Mr Winters, head of Hilton Primary School, Blakelaw, Newcastle, has twice been president of the union in Newcastle and was elected to national executive in 1975. Mr Peter Griffin becomes junior vice-president next year, senior vice-president in 1983 and president at the union's annual conference in 1984. Mr Griffin is head of Windsor Clive Junior School

Four new youth officers appointed by the Inner London Education Authority are: Mrs Irene Fairhurst, 40, who joins Tower Hamlets youth office; Mrs Pam Bolton, 28, and Mr Mike Quinn, 30, who go to Greenwich youth office; and Mrs Pat Berry, 39, who joins Southwark youth office.

Mr Don Winters Picture: The Teacher

Mr John Andrews has been appointed assistant general secretary of the Professional Association of Teachers. Mr Andrews from Walsall, has been head since 1969, of the Steward Centre, Birmingham, which caters for secondary age immigrant children.

The following appointments have been made by Cumbria Education Department: Mr R. Arthur becomes principal of Carlisle Technical College from Arpil 19. And from January 1 Mrs C. A. Brown becomes head of Dent C of E School, Scolburgh; Mr M. H. Hrynkow becomes head of Askam in Furness School, Cumbria and Mr R. West takes over as head of Gilsland School.

Mr Robert Aitken, Coventry's director of Education, has been elected chairman of the National Council for voluntary Youth Services. He will start a three-year term of office from next May.

Miss Carol Rowlands, 34, has been appointed head teacher of Hune Fields Primary School, Greenwich, London. She takes up the new post in January. Miss Rowlands is at present deputy head Brockley Junior School, London.

Mr Alan Saunders, principal of London College of Furniture takes over in January as the 1982 President of the National Society for Art Education. He succeeds this years president Mr Robert Gallon of West Nottinghamshire College of Further Education who retires as the society's representative on the Burnham Further Education Committee. Mr John Steers, head of the art department at Hongrove School, Bristol becomes general secretary of the society in January. He succeeds Mr Charles Clutterbuck.

Mr Peter Griffin Picture: The Teacher

Mr Alan Groves, chief executive with the London Borough of Ealing and formerly chief education officer with the London Borough of Haringey is to join the Inner London Education Authority as divisional educational officer for Hackney.

Mr M. J. W. Rogers, 50, has been appointed chief master of King Edward's School, Birmingham with effect from next September. He succeeds Mr F. G. R. Fisher who has held the post since 1974.

Mr John C. McKenzie, 44, will be principal of the new Bolton Institute of Higher Education when it opens next September. He is at present principal of Ilkley College, Ilkley, West Yorkshire. Mr Colin R. Terry, 45, will be principal of Bolton Metropolitan College. Mr Terry is at present deputy principal of Telford College of Further Education Edinburgh.

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The Left will face the leaders at the NUT conference tomorrow

Two sides collide over action according to rules

The battle between the Left and the leadership of the National Union of Teachers over how the union should be run will come into sharp focus tomorrow as 16 NUT associations stage their own conference on union democracy.

The conference, which is being held at the Polytechnic of Central London, has been largely organized by the Left but they have contacted every NUT association up and down the country in the hope of attracting a bigger turn-out to the conference on the day.

The extreme Left has failed in the past to gather much support outside London.

The conference has been called against a background of continual skirmishes between the leadership and union activists which have usually been preceded by warnings from leaders of the NUT including Mr Fred Jarvis, the general secretary, that they will clamp down heavily on anyone who does not adhere to the union's rule-book.

Dick North: his suspension led to the skirmishing

The skirmishing began in January when Mr Dick North, who was at that time Inner London executive member of the NUT, and five other officers of the Lambeth association of the union were suspended from union membership for up to two-and-a-half years.

The six had been singled out for joining a day of action in Lambeth organized by other unions in protest over cuts in spending. They had passed a resolution announcing they would support the day of action but the union's action committee refused to sanction their request and they were ordered not to go ahead with their protest.

They argued that the issue had already been democratically voted upon at an association meeting – and so set off on the collision course which led to the suspensions.

Later in the year, it was the turn of 59 NUT members at Alperton High School in Wembley to fall foul of the union rule-book and find themselves suspended from union membership for staging an hour-long protest outside the school over a threat to the jobs of six of their colleagues who were on part-time contracts.

The teachers had been told by their executive member, Mr Malcolm Horne, that their action would be considered unofficial and warned of the consequences.

A disciplinary panel hearing eventually reinstated them but the row surfaced again when Mr Colin Adams, the school's representative, sought to oppose Mr Horne for Brent's nomination to the NUT executive. After a meeting had decided in favour of Mr Adams, legal advice was sought from Hamilton House – the NUT's headquarters – over whether Mr Adams was eligible to stand.

The answer that came back was that his suspension during the summer meant that he no longer qualified under the rule which says a candidate must have had three full years of union membership. Now Brent teachers are being balloted over whether they want to nominate Mr Horne or no-one.

Meanwhile, a similar row to the one in Lambeth had broken out in the London borough of Southwark and six officers of that association were suspended from union membership for going ahead with a demonstration and lobby of councillors in spite of being urged by Mr Jarvis to call it off on the grounds that agreement on transfers had been reached with the Inner London Education Authority.

The kernel of the Left's case is that the procedures for getting the union's executive to sanction action are far too cumbersome and long-winded for there ever to be any effective industrial action against cuts in education spending.

They want to scrap the controversial rule eight – which has led to all the skirmishes – which lays down a series of procedures which must be gone through before any action can take place.

This issue is likely to dominate the conference next weekend and one suggestion being canvassed by the Socialist Teachers Alliance (one of the two Left groups within the NUT) is that individual areas could decide for themselves on whether to take industrial action over cuts for up to three days but that – if a longer stoppage proved necessary – it would still have to be ratified by the union hierarchy.

The kernel of the Left's case is that the procedures for getting the union's executive to sanction action are far too cumbersome.

However, Rank and File, the other Left group, believes that local associations should be able to decide for themselves exactly what position to take.

Ironically, the conference is coming at a time when the NUT leadership seems to be stepping up its opposition to the cuts and government legislation in the pipeline aimed at limiting rate increases. A half-day demonstration took place this week in Inner London against the controversial proposals put forward by Mr Michael Heseltine, the Environment Secretary.

And there have been one or two moves in Inner London recently to call a ceasefire to the constant stream of complaints made against NUT members. For instance, 27 charges against teachers for turning up at the Inner London Teachers Association annual general meeting in spite of a ruling from the officers that it should have been a delegate-only meeting have been dropped in exchange for the dropping of other charges brought against officers of the association.

An invited delegate from Poland's Solidarity is expected at the conference.

Richard Garner

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School to work

Edited by Mark Jackson

A two-stage plan to bring in education and training for all young workers has been drawn up by the Manpower Services Commission. It is to go to the Employment Secretary, who is due to announce in 10 days' time what the Government has decided to do about reforming and extending training as a whole.

The commission is going to start by expanding the existing small unified vocational preparation programme to take 50,000 young workers by 1984-85. At the same time, it is setting up a high level task group, like the one which devised the Youth Opportunities Programme, to work out details and a timetable for a comprehensive scheme to cover all school leavers, whether they are starting work or unemployed.

The plans are contained in the commission's draft report on the consultations with industry, education, and other interests, on its New Training Initiative proposals. The NTI objectives – apprenticeship reform, vocational preparation for all young people, and the opening up of training of all kinds to adults – are strongly backed by the Government, but it has not so far committed itself to implementing them.

The commission's last-minute recommendations – which it wants to publish whether or not the Government accepts them – are intended to help the Employment Secretary convince his colleagues that money must be committed if Britain is to solve its grave training problems.

Training reform: MSC names the day

The Government's proposals for training and for the young unemployed are expected to be announced by the Employment Secretary on December 15. The key issue is whether they will include plans to provide a systematic vocational preparation for school leavers.

It is widely believed that the only hope of obtaining union cooperation for the Government's main objectives of reforming apprenticeship and opening up training of all kinds to adults is a firm offer of a comprehensive state-funded education and training scheme for all young people whether in work or unemployed.

Proposals to begin a progressive introduction of such a scheme, with continued emergency grants to maintain apprenticeship recruitment are being sent to the Employment Secretary by the Manpower Services Commission.

The commission's senior officials estimate unofficially that they would bring its expenditure on all forms of training provision for the young unemployed next year up to £1.5bn.

The commission's plans for immediate action on a vocational preparation package – the Government is already committed in principle to such a scheme but not to any timetable – are contained in its report to the New Training Initiative proposals, the Government strategy for the overall modernization of the training system.

The report, discussed in draft by the commissioners only last week, is being sent to the Employment Secretary with a request that the commission should be allowed to publish it whether or not the Government acts on its recommendation.

These include:

☐ The expansion of the Unified Vocational Preparation Programme – which at present has a target of 10,000 for next year – to take in 50,000 young workers by 1984/85 and the establishment of a high level task group including the CBI and TUC to work out how and when education and training can be extended to all school leavers.

☐ The transformation of the Youth Opportunities Programme (along the lines already described by *The TES*) into a programme guaranteeing "good quality training and/or work experience for all school leavers not in full time education or work, with 100,000 places by the spring of 1983 and full operation in the next September.

☐ Making grants for apprentice training conditional on the dropping of entry restrictions and the acceptance of standards of competence in place of time serving.

☐ The preparation during the next six months of a detailed strategy for opening up access to part or full time training to people of all ages.

The commission's "action agenda" is:

- **■ Training to standards without regard to age – by 1985**
- **■ YOP to become a guaranteed high quality programme for all the young unemployed – by September 1983**
- **■ Unified Vocational Preparation Programme – 50,000 places by 1984/5**
- **■ Task group to report on comprehensive vocational preparation for all young people – by April 1982**
- **■ Open Tech – first projects 1982, significant progress by 1985**
- **■ Strategy for opening up adult training opportunities – details to Government by mid-1982**
- **■ Proposals for national and local machinery – by July 1982.**

The commission says that its consultations with industry, education, and others interested in training or the young show overwhelming support for the NTI objectives and a universal conviction that a comprehensive training strategy is crucial to Britain's recovery and growth. It says that there is general agreement that now is the right time to act, and a greater readiness than for many years to try out new approaches.

"Moreover" the report says "there is a general belief that we know well enough what needs to be done. What is needed is that we should get on and do it."

In spite of big differences on the way progress should be made, there is agreement that young people should receive good quality basic training as a foundation for work and for further training; that the process must begin at school; and that the education service "in all its manifestations" needed to play a full part in developments.

There was also agreement that locally-based bodies should play a greater role in the planning and management of training.

The commission says that those who have commented are in no doubt that public intervention, on a big scale in some areas, is needed, and most argue that it is not fair or practicable to expect individual employers to pay the whole cost of training. The commission concludes that although industry's prime responsibility to define and meet its training needs must not be eroded, there must be some means of funding which recognizes the private and public benefits of training and the need for substantial state involvement.

But the commission says that, while its proposals for the initial training of young people provide for state support on a big scale, they are not at this stage recommending any other extension of the principle, or any fresh legislation.

The report acknowledges that most major European countries have found it necessary to underpin their training arrangements with legislation, covering both funding and standards. The commission's view is that neither the quantative nor the qualitative objectives of NTI can be imposed by law or secured simply by increasing public provision. Legislation and public provision may be necessary, it says, as support to industry's own efforts but "the steps that employers, unions, and the education service must now take require no new legislation."

The commission says that the most likely area for new statutory provision is funding, but that this needs to be examined in detail: for the rest, it intends to wait a year and see what has happened before deciding whether it needs to make any recommendations.

Colleges need to gear up for change

Transforming the Youth Opportunities Programme will be "a massive undertaking" for the education service as well as for industry and for the training organizations, warns the report.

But Mr Graham Kendal, who is in charge of the Unified Vocational Preparation Programme, sees the colleges as taking over a big role in this field, too. This could mean that the colleges will eventually be running vocational preparation courses – many of them on employers premises or in other centres outside their own establishments for up to 500,000 youngsters a year – the equivalent of doubling their present student numbers.

Mr Kendall says that it will probably involve retraining college staff so that they can plan and market their new kinds of courses.

Sweden/Chris Mosey

Fewer births threat to 10,000 jobs

STOCKHOLM: The falling birth rate in Sweden could threaten 10,000 teaching jobs in the next decade, a survey by the National Board of Education concludes.

The survey, which was carried out by the board's director Mr Erik Teemant, showed that in the 1980s and into the first years of the following decade all branches of education are likely to suffer a sharp decline in the number of pupils.

The survey shows that in 10 years' time there will be 5,000 fewer classes in the junior and middle divisions of Sweden's comprhensive schools. By this time too the senior division will have lost a quarter of the pupils it has today.

Junior classes last year accommodated 337,000 children. In five years' time, according to Mr Teemant's survey, this figure will be cut to 285,000. There will be a slight increase towards the end of the 1980s but by 1990 the total will still be under 300,000.

In the middle division, 2,400 classes will disappear in the next 10 years, while in the senior division, there will be a loss of 82,000 pupils in the next 13 years.

The survey followed alarming predictions in a study carried out by the Central Bureau of Statistics earlier this year. This revealed that if present trends continue, the Swedish birth rate would fall to just 1.6 children per woman during the 1980s. Unchecked, this would result in a net reduction of the indigenous population by about 1 per cent yearly.

Commenting on Mr Teeman's study, the daily newspaper *Svenska Dagbladet*, said: "The teaching profession may be the next crisis area in Swedish working life.

"If present day class sizes are retained, 5,500 junior and middle classes will disappear in 10 years. That is the equivalent of at least as many jobs for teachers and the same number of teaching jobs are in danger in the senior division. A total of 10,000 teaching posts will disappear simply because too few children are being born."

More jobs will disappear too as municipalities are forced to save because of public spending cuts.

One proposal that is being put forward to lessen the crisis is that the size of classes be cut, a proposal that is popular with educationists and parents but which worries the hard-pressed local authorities who would have to foot the bill.

Mrs Ulla Tillander, the Schools Minister, and member of the agrarian-based Centre Party, was anxious to minimize the crisis. "I don't think the situation is as serious as these bleak statistics make out," she said.

Mrs Tillander said there was a need for greater job mobility in the profession. In some areas there were too many teachers, in others too few.

● The Swedish Government has allotted £46m to alleviate youth unemployment this winter.

The cash will be used to provide 15,000 relief jobs for those unemployed aged 18–24 and 6,000 apprenticeships for those aged 16–17.

Firms will receive £7.50 a day for each apprentice under 18 they employ.

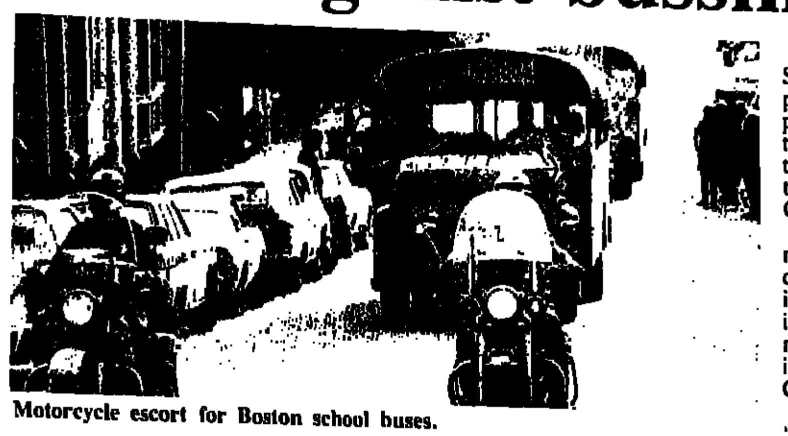
United States/ Peter David

Stronger resolve against bussing urged

WASHINGTON: The United States Commission on Civil Rights, an independent and politically bipartisan fact-finding agency, has called on the Government to reaffirm its commitment to the desegregation of American schools.

In a report designed to stiffen the resolve of the Administration amid mounting pressure in Congress to prohibit school bussing, the commission says "school desegregation is the single most important task confronting the nation today in the field of civil rights.

"Any retreat in our efforts to achieve this goal will seriously harm our efforts to move forward in other civil rights areas."



Motorcycle escort for Boston school buses.

The report says that progress towards eliminating racially segregated schools has been slow. In 1978, 38 per cent of black pupils attended predominantly white schools – an improvement on the 23 per cent a decade earlier.

But many pupils from minority ethnic groups still attended schools which were predominantly composed of minority pupils. During 1978, the commission estimates, 37 per cent of minority children were in schools where they constituted 80 per cent of the intake.

The report continues: "The commission strongly believes that progress in desegregating our nation's schools will not be achieved without the clear support and leadership of government officials at the national, state and local levels.

"The commission appeals to those in positions of authority to make such a commitment. There is no middle ground. Either we are for desegregation and a system of education that provides equality of opportunity, or we are for a system of education that makes a mockery of our constitution."

The stridency of the commission's report is partly due to the strong pressures which are building up in Congress against rigid enforcement of the desegregation laws.

A Bill waiting in the wings of the Senate would ban bussing as well as prohibiting abortion and allowing prayers in school. An earlier attempt to ban bussing was blocked earlier this year after a three-month filibuster by Senator Lowell Weicker of Connecticut.

Commenting on these developments, the Civil Rights Commission complains that they convey the false impression that the constitutional issues of desegregation and bussing remain unsettled, although they were in fact resolved by the Supreme Court more than a decade ago.

The Commission also reports its "deep concern" at four recent decisions by the Department of Justice which, the commission argues, appear to amount to retreat from the long-established policy that segregated educational facilities are inherently unequal.

In the four decisions – in Seattle, Chicago, Houston and the state of Texas – the Department of Justice has supported a variety of local measures which dilute the scope of bussing and other desegregation measures.

Spain/James Cornell

Increasing primary textbook prices infuriate parents

BILBAO: One of the few flourishing industries in the midst of economic recession – educational publishing – has attracted the attention of irate parents, forced to pay out increasing sums for their children's textbooks.

Each autumn when the primary schools reopen, publishers scramble for a £40m market and this year it has been healthier than usual.

The first two primary courses have been remodelled and the consequent changes have brought a flood of new books onto the already confusing market. A mere dozen publishing houses will share the bonanza monopolizing 96 per cent of the editions and four of these account for more than half the sales.

In both public and private schools the pupils foot the bill for textbooks, stationery and equipment. Primary school pupils will spend an average £18 per head on books and a total outlay, including uniforms, of £90.

Prompted by previous outcries, the education authorities tried to put a stop to former abuses by stipulating that a text should have a minimum four-year life span. Publishers found a way round this decree by introducing blank spaces in books, to be filled in by pupils, thus avoiding reuse by younger members of the family. Although this practise was eventually stamped out, adroit textbook representatives are constantly drumming up new ploys to encourage the sale of more books. One of these is to allow editions to run out without reprinting with a new "modified" and more costly rehash replacing the original.

A law demanding that a maximum price be marked up on covers is almost totally ignored. The sales channels are a jungle of percentages, commissions, and downright graft is often hinted at by parent-teacher associations.

An average primary textbook runs to 400 pesetas (£2.50) and a 12 per cent all round increase has been approved. The distributor receives a 5 per cent cut and the bookseller claims 25 per cent cut and the publishers, usually reticent on statistics, say they get only 40 per cent of the mark up price. Private schools frequently make bulk purchases at special discounts and sell texts directly to their pupils who claim that the resulting benefits are not passed on.

As all the competing texts must be approved by the Education Ministry (350 were examined this year), their contents are basically the same, with the result that department heads are bombarded by rival publishers. Many parents have banded together to form consumer cooperatives which have recently been licenced to buy directly from the publishers cutting out the numerous middlemen.

But parents who cannot cope with the organization involved in this process say they have no objection to the 30–40 per cent commission received by the colleges provided this is used to finance hire purchase facilities over the nine-month course. Many religious backed schools have direct contracts with related publishing houses and provide a safe outlet for the editors. Educational book suppliers complain that they have been left out in the cold and direct selling is hurting their traditional share of the lucrative market.

To overcome this many bookshops offer attractive "packages" such as a free dictionary for every purchase over £15.

Not everybody, however, is buying the new textbooks. Teachers in the poorer, rural areas of Andalusia are making use of the old textbooks and inserting up-dated material in loose photocopied sheets. Despite the increased book outlay on the new first- and second-year primary programme, the change has been universally applauded.

Austria/Karl Gruber

Poor response to call for raising leaving age to 16

VIENNA: The Austrian Minister for Social Affairs – faced with the prospect of rising unemployment – recently suggested raising the school leaving age from 15 to 16. The response to his proposal was universally negative.

Without wasting much effort on the educational aspects of an extra year of schooling, the Minister argued that it would be considerably cheaper to finance an extra year of schooling than a year of early retirement.

Dr Sinowatz, the Minister of Education, then had to tactfully explain to the press (and, it seemed, also to his ministerial colleague) the unlikelihood of introducing a tenth year of compulsory education.

Already more than 70 per cent of Austria's pupils voluntarily attend general or vocational schools beyond the statutory school leaving age, so the number of jobs won by an extra year of compulsory education would be extremely limited.

Public opinion is against the raising of the school leaving age, and there are unmistakable signs of "school fatigue" in the final years of the secondary modern schools.

In fact the Education Minister finally admitted that his Ministry was not only not thinking of raising the school leaving age, but actually of cutting the statutory duration of the *Gymnasium*, the most popular type of upper secondary school.

An amendment to the School Organization Act, about to be circulated for pre-parliamentary consultation, will abolish the ninth year of the *Gymnasium* which – legally introduced in 1962 – has never been implemented.

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Republic of Ireland/John Walshe

Fitzgerald crusades to assure the Protestants' future

DUBLIN: The Government has moved swiftly to allay fears of Protestant churches about the future of their schools.

Successive administrations in the Republic have been sensitive to the educational needs of the minority. But, perhaps, none more so than the present Government, especially in view of the "constitutional crusade" of Dr Garret Fitzgerald, the Prime Minister. This is aimed at making the Republic more attractive to the Northern Ireland Protestants by changing aspects of the south's constitution which solely reflect the dominant position of the Roman Catholic Church.

Although not ruling out experiments in integrated education, Protestant spokesmen in the Republic have consistently argued for the retention of their own schools as a means of ensuring the survival of their small community in a predominantly Roman Catholic state. Since the foundation of that state, the Protestant population has been dropping to stabilize at about 4 per cent of the total.

The decline is, in part, due to migration but mainly to the Catholic Church's insistence that in mixed marriages the Catholic partners must do all in their power to pass on the Catholic faith to children of the marriage. The Catholic Church is less insistent than previously, but the

Dr Garret Fitzgerald, Prime Minister

Protestant Churches still dislike the ruling.

Protestant fears for the future of their schools were heightened by the recent decision to raise the primary school entry age from four years to a minimum of four-and-a-half and to restrict enrolment to two dates in the year.

Mr John Bowland, the Education Minister, has, however, announced that two-teacher schools will not lose a teacher as a result. This exclusion of two-teacher schools means, in effect, that the vast majority of Protestant primary schools will not be hit as they are generally in the small school category. Of a total of 2[illegible] Protestant primary schools, 18 [illegible] most could be affected by the decision.

Mr Boland has also announced government approval for a 70 per cent increase in grants given to Protestant pupils attending fee paying secondary schools.

Apart from four totally financed Protestant comprehensive schools, there are 22 other fee paying Protestant secondary schools. The state pays practically all the teachers' salaries and most of the schools are still obliged to charge fees to pay for running costs.

These tuition fees have been increasing steadily in recent years, placing a great financial burden on Protestant parents. The parents can get relief, on a means test basis, from a block grant, given to a committee with representatives drawn from the Protestant churches and the Society of Friends.

The committee has been asking the Government to increase the block grant and recently it was agreed to raise the 1981-82 grant from £718,000 to £1,218,000 – the biggest ever increase in the value of the grant.

Ironically, the decision means that, per capita, Protestant pupils will get a much bigger state subsidy than their counterparts in the Catholic secondary schools.

Australia / Bill Purvis

Strikes blamed for private school drift

SYDNEY: The education system in Western Australia, which until recently was one of the least controversial in the country, has been in crisis in the past year.

Several strikes in government schools have reflected growing militancy among teachers – and led to some heated debates between teachers, parents, departmental officers and educationists.

The state school teachers union has inflamed some, first by organizing the strikes and then by levying A$30 (£17) fines on those teachers who did not take part.

The strikes, and the attitudes of those who backed them, are given as a reason for another disturbing trend – the drift of pupils to private schools.

At a conference of parents and citizens groups in Perth recently, the Western Australian government school system was accused of being bureaucratic, inflexible, authoritarian, and teacher-dominated.

It was alleged that government schools alienated children from the rest of society, and did not prepare them sufficiently for a life with limited employment opportunities.

A Western Australian government policy advisor, Mr William Michell, said government schools should be freed of all bureaucratic control allowing them to compete freely for students.

Dr Jan Curie, a university lecturer, went further, suggesting that money normally spent by education bureaucracies should be handed over to communities to develop their own neighbourhood schools.

Such schools, Dr Curie said, would provide a warmer, friendlier learning environment while not forsaking rules or discipline. She warned that not enough emphasis was placed on the personality development of teachers in government schools – their relationships with children, their ability to pass on information in a socially relevant manner, and so on.

This spiralling dissatisfaction with government schools is reflected in an unparalleled increase in enrolments for private schools.

Nowadays, children over eight years of age who have not been "booked in" have little chance of finding a place in a West Australian private school.

Many of these schools have solid bookings until 1993, and some are taking bookings for unborn children.

What is more, a growing number of children being placed in private schools are from families lower on the economic scale. Parents who would once have balked at the cost of a private school are now making sacrifices to pay for their child's education.

The heads of private schools are uncertain about the reasons behind increased support for their institutions.

Dr Curie claims that it is evidence of parents reaching for a sense of community which has been submerged in today's anonymous society, and in government schools.

Some principals suggested it was because their schools provided a more caring atmosphere, better discipline and supervision, and a commitment to certain moral standards.

Dr Geoffrey Hadley, the headmaster of the Methodist Ladies' College in Perth, says parents sending their children to a private school can be assured of stable staffing, because teachers are out of the "promotional rat race" of government schools and can build better relationships with pupils and parents by staying at a school for a long time.

Dr Eric Speed of All Saints College says parents are also looking for quality control of staffing.

"There's generally a greater commitment to literacy and numeracy, and easy access for staff and parents to the decision-making process within the school."

The education department in Western Australia denies the drift to non-government schools has anything to do with dissatisfaction with the state system.

It says the capacity of older private schools has remained unchanged in spite of increases in population, so pressure for places has increased. The department says is invalid to compare the two groups of schools when the quality of teaching and facilities at both are basically the same.

The trend in Western Australia reflects similar dissatisfaction with government schools throughout the country. Rightly or wrongly, more people are losing confidence in the ability of government schools to teach their children properly.

They believe that alternative schools do a better job, and are prepared to make extra efforts to find money to send their children to them.

West Germany/Wellington Long

Christian Democrats urge fewer years at university

BONN: Convinced that too much study is bad, the opposition Christian Democratic Union is proposing to reduce the number of years required to reach *Abitur*, or A levels, from 13 to 12 years.

Party Chairman Herr Helmut Kohl, who won his A levels when he was 20 and earned his doctor's degree when he was 28, joined Herr Ernst Albrecht, Minister President of the state of Lower Saxony, to ram the proposal through the party's Hamburg convention.

Reporters noted that the vote was taken well after midnight, when a quorum probably no longer was present. Herr Kohl and Herr Albrecht ignored opposition to their scheme from all Christian Democratic state ministers of education.

"Anyone between 25 and 35 years of age who is still studying at university is unfit for real life," Herr Albrecht told the convention.

The Minister President did not say how reducing the years in high school would shrink the number of years students spend in university – a report a year ago revealed that 28 per cent of all German students are 26 years or older – but perhaps he meant that reducing school years would set a signal for the universities.

No similar country in the world allows its academics to study for as long as they do in West Germany, Herr Albrecht said.

A woman delegate, speaking in support of the motion put by Herr Albrecht and Herr Kohl, said that many German students do not finish their studies until they have reached an age at which Jesus Christ and Alexander the Great already had completed their life's work.

Letters

Proven worth: other criteria Sir Keith should consider

Sir, – May I add to the fair and accurate report in *The TES* of November 20, in which the performance of my school was juxtaposed with that of a Manchester school identified by Sir Keith Joseph as one of "proven worth". I believe that consideration of the criteria of "worth" raises questions that must be resolved if comprehensives like my own are to have any hope of believing that they are performing in a manner acceptable to society.

As reported, my small sixth forms generate few A level passes, but the school regularly achieves 400-plus O level equivalents. This is not a striking achievement from a suburban viewpoint but is at a respectable level in the inner-city. We too strive for excellence as Sir Keith would hope. We have been represented in the *national* finals of the Young Engineer of the Year for the past two years. We have won an award of the Design Council. Our musicians have made two European concert tours and can fill the Manchester Free Trade Hall with paying customers.

Our children work for the community. We raised over £2,000 for the Italian Eathquake victims. Our support of Vietnamese families is known to the Ockenden Venture Trust. We engage in the usual artistic, dramatic, sporting, outdoor pursuits activities. Our children are reasonably well behaved. Last year none were suspended.

What must we do to be of "proven worth"? We believe that Sir Keith has chosen too narrow a criterion to judge the quality of schools. There is a well known, demonstrable correlationship between A level performance and the socioeconomic status of a school's intake. In his terms many schools will never be "worthy". What then does the government believe should be the future of such schools?

I. SCHOFIELD,
Headmaster,
Spurley Hey High School,
Gorton,
Manchester.

Sir, – The Secretary of State for Education recently rejected a submission for the reorganization of secondary education in the City of Manchester. According to press reports one of the reasons for the rejection was that the plan did not recognize adequately three named schools which are said to be of "proven quality". While it has not been specifically stated as such, there is an inference that the remaining county high schools in the city cannot be so designated.

This has implications whenever a reorganization is contemplated as all schools within a particular area must be subject to scrutiny. The question which must be asked is what are the criteria for designating a school as having proven worth? Is it the demand for the school whenever parents have the freedom of choice? Is it the public examination success? Is it the school's involvement in the community? Is it buildings and other resources? Is it the quality of the teaching or what is generally known as the ethos of the school?

While my colleagues in the City of Manchester who are members of the Secondary Heads Association have an immediate interest in this issue, I submit that there are many other heads and equally important teachers in the country as a whole who would welcome an answer.

C. A. GROFTS,
Chairman,
Secondary Heads Association,
Area 14,
c/o Chorlton High School,
Manchester.

Sir, – The speedy trip north by two of your intrepid reporters and your own deliberations in the editorial completely overlooked *the* decisive factor in persuading Sir Keith to reject the Manchester proposal to abolish 11 to 18 comprehensive schools, the sustained opposition of parents. Far from being an ogre, Sir Keith was forced to take note of the wishes of parents. You, as journalists, do not care about them, and the local elected dictatorship, the ruling Labour Party in Manchester, certainly chose not to listen. The education campaign in Manchester has been as much about democracy as about education.

You are wrong again to pursue the line that only parents of Parrs Wood pursued the campaign for their own selfish ends. A campaign of this nature, which was not about the retention or otherwise of a selective system, though readers might have come to that conclusion with your aside on creating grammar schools by the backdoor, is necessarily conducted at two levels; one, at the level of the individual school; the other, at the level of the city. You have chosen to highlight only one campaign, that associated with Parrs Wood. You have neglected the most important campaign, that centred on Poundswick which provided the nucleus for the city wide campaign. Poundswick is a Wythenshawe school which your table (out of date, incidentally) shows as the only school outside the South Area of Manchester to have more than 100 in the sixth. (Wright Robinson now has 107 in the sixth.)

Poundswick is a school situated in a part of the city with a highly disadvantaged population, certainly no better than that feeding in to Spurley Hey. Yet that school has commanded the support of parents, inspired many with a sense of responsibility for their children, and the pupils with a sense of discipline and achievement, achievement which includes success at A level and entrance to university for its pupils. It is time that more Manchester schools followed its example. It is a school which inspired parents to fight for its retention and it is worth retaining even if Sir Keith did not mention it because his DES advisers are obsessed with a numerical definition of a "good sixth form".

The obvious way forward is to reconstruct the 11 to 18 school system where it badly needs attention. Over 12 months ago CREEM produced an outline plan of 11 to 18 schools for discussion. (Indeed the CEO in his original report suggested that there could be a rolling programme of change.) Such a scheme as suggested by CREEM is the only one which keeps a uniformity. Mr Schofield whom you feature in your article was a leader for a uniform system. The decision is thus obvious.

There is of course the Liberal option which would introduce a mixed system. It is perfectly feasible to introduce 11 to 16 schools in the North and Central areas with a sixth form college in the city centre (eg in the premises of the present Central Girls school). Teachers, or rather teacher unions, claim opposition to a mixed system. But that is an insufficient reason for not introducing such a system if there is consensus among *parents* as well as educational "experts" and politicians that a slimmed down 11 to 18 system is not feasible.

I should like to make the position of parents who have been campaigning against the city's proposals clear. We have acknowledged that a serious position exists, *and has existed for some years*, and that for the sake of the pupils in the schools which are suffering from rapidly declining rolls that action needs to be taken. But the best method is not by a policy based on equality through a process of total disruption.

BRYAN HARGREAVES,
9 Springdale Gardens,
Didsbury, Manchester.

Equitable cuts

Sir, – I am writing on behalf of the Marlwood Area group of Primary Head Teachers working in North Avon near Bristol. We view with extreme concern the proposed closure of the School of Education as part of the University of Bristol cutback.

The School of Education provides both initial training and continuing education for teachers throughout the south-west. It offers us opportunities to update our knowledge, to reappraise the quality and content of our work with children and to be in contact with new ideas and developments. Without such academic backup, schools in the area would be much the poorer.

Bristol is one of the few universities with a long-established research unit which has enabled it to carry out a continuous and extensive programme of educational research.

Apart from initial training, in-service courses and research programmes, closure of the faculty of education would also mean the loss to the local community of a variety of specialist educational resources, both human and material. There are many formal and informal ways in which the staff of the faculty and the local educational community interact and these contacts and consultations are valued by both sides.

We would ask the many graduates and students at all levels who have benefited from their contact with the Bristol School of Education to make their feelings known, and to take into account the low value which this proposal puts on education.

Institutions of higher education must, of course, take their share of the financial cutback, but we feel that cuts "across the board" would be the most equitable way to tackle the drastic reduction in University funding.

MOIRA S. ANDREW,
Correspondent to the Marlwood Area group of Primary Head Teachers,
Severn Beach County Primary School,
Severn Beach, Bristol.

Circular saw

Sir, – Would you very kindly reassure both your readers and your reviewer Stuart Maclure (Book Reviews – *The Beginnings of Brunel University*, November 20) that Dr Topping, while certainly the "only principal of Brunel CAT and the first vice-chancellor of Brunel University" was not "the last principal of Acton Technical College". Both the incumbent principal (once removed from Dr Topping) and the college are alive and well and living in Acton!

Indeed and at last Acton Technical College – which has regenerated its head since having had it chopped off by the formation of "Brunel" – is due soon to move into the splendid building in Acton which was planned for the technical college, which in the event originally housed the Brunel College, and which Acton TC regards as its birthright . . . Thus do events sometimes run full circle.

DEREK L. A. SMITH,
Principal,
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Physics 16-plus criteria could lead to disaster

Sir, – This is a letter written in great sadness. We accept that for examinations at 16-plus a common examining system may have many advantages. However, the draft national criteria for physics, circulated to all schools by the GCE and CSE Boards Joint Council for 16-plus National Criteria, is in our opinion one of the worst documents produced in recent years and could lead to disaster if used as the basis for any syllabuses being produced by individual groups of boards.

First there seems to be an emphasis on knowledge rather than understanding, an emphasis which takes no account of the developments in the teaching of physics in the last two decades. For example, definitions, laws and formulae are classified under the heading of knowledge, not under the heading of understanding. Surely we do not have to return to learning formulae by heart.

Secondly, the aims stated are general and commendable, but there has been little attempt to reflect them in the assessment of objectives or in the content list. For example, the aims refer to developing the skills of observation but this is not considered later. Moreover the aims refer to "applications" and to "society" and yet there is no evidence of these having had any influence on the contents list.

Thirdly, certain aspects are designated as suitable only for the higher abilities and what is suggested for pupils of lower ability is extremely arid. If the present CSE candidates are merely to be offered a watered down version of O level, they would be better off with their existing examinations. Surely something more imaginative than this can be offered? It is even suggested that devising simple experiments should be confined to the higher and middle abilities and not expected from the lower ability group. Simple experiments can be devised at all levels of ability: the authors might like to see what is done in some primary schools.

Fourthly, the content list, which reads like a School Certificate (O level) syllabus of the 1950s or earlier, implies a collection of isolated topics. Experience has shown that this is an aspect of physics as off-putting for pupils as any other. In the past 20 years, there has been a conscious attempt to show physics as a coherent fabric in which experience gained in one part has reference elsewhere. To achieve this it is vital to choose a limited content in which these links between topics are clearly exposed.

Fifthly, the content as listed is very long indeed (and this is only the core) even though it has been urged that content should be reduced for effective education. It is in fact much greater than shown because of hidden elements: "current as flow of charged particles" is included and that must imply some study of charge, which is not mentioned; magnetic fields are mentioned, but not gravitational fields (the most obvious example of fields in any case) and yet free fall is listed.

Sixthly, the content list includes the statement "Structure of atom: nucleus, protons, neutrons, electrons". A similar statement was condemned by the Secondary Schools Examination Council and by the Inspectorate in 1958 on the grounds that such an item would merely lead to dogma and rote memory. It was because of that criticism that the Modern Physics Committee of what is now the Association for Science Education was set up to find ways in which some modern physics could be taught effectively and by experimental methods. Their recommendations have been incorporated into most syllabuses since then. That work seems to have been ignored.

Lastly, little attempt has been made to relate to the world today. Surely all citizens of the future should know a little of modern electronics and control, and of nuclear energy. If these topics are not included in the core syllabus now it is probable that years will pass before the opportunity arises again.

In fairness, we realize that the criteria suggested are only in draft form. Let us hope it is not too late for the working party to start again and produce something very much better for otherwise there will be little confidence among teachers in the new 16-plus examination whether as a replacement for O level or for CSE.

GEOFFREY FOXCROFT,
formerly Senior Science Master,
Rugby School.
JOHN L. LEWIS,
Senior Science Master,
Malvern College.
NEVILL MOTT,
formerly Cavendish Professor of Physics,
Cambridge University.
ALFRED PARKER,
Deputy Headmaster,
Kingsbridge Comprehensive School.

Sir, – The report (November 20) on the hostile response of History teachers to the 16-plus proposals seemed to portray a generally negative picture. I should like to rectify that impression.

The attitude of the teachers who attended the three consultation sessions in Derbyshire has been entirely positive. We did not like many of the proposals and we were uncertain of the implications of others but we wanted our response to be constructive.

We were encouraged to take this posture because HMI and others have persuaded us that our views will be taken into account in this period of consultation and because we believe that the advantages of a common system of examining at 16-plus are so great that we must work positively to see the emergence of such an examination.

As a result the report that went from Derbyshire to the Historical Association shows that we wish to see very substantial *improvements* in the proposals and, to this end, we make concrete suggestions as to how these improvements could be made.

TREVOR JAMES,
Deputy Headmaster,
William Rhodes School,
Boythorpe, Chestefield.

Sir, – I have recently spent a large part of a day discussing the new 16-plus examination and throughout the country, many thousands of hours must have been expended on this admirable exercise in consultation. No doubt an improved test will result, but I am becoming convinced that the future student's certificate, containing as now, the sum total of one grade (a letter or number), for each subject, is hardly commensurate with the effort either of himself or of those of us discussing and devising the new exam. Is such a bare certificate really enough to show for years of study, either in the eyes of the student, or the employer, who rarely understands the content of the actual syllabuses studied?

At the present, crucial, stage, with the machinery that we have working toward the new exam, could we not somehow seize the opportunity and abandon this whole grading system? Using the committees currently at work, could we not propose a system of profiles, indicating in greater detail what the student has actually achieved, rather than continuing with the solitary grade? Many teachers are coming to see this as the logical next step. It is widely used abroad, and it is worth noting that student profiles are supported by the SDP.

There are bound to be complaints, especially from employers or from HE institutions, who would no longer have such an easy (if superficial) way of assessing candidates. Yet if these people had to look deeper, at applicants' real achievements, would this not lead to better, more serious, attitudes all round?

Is there any way of pressing this issue, and changing the Government's mind on grading before decisions are made?

GEOFF COSSON,
Head of Languages,
Gaywood Park High School,
King's Lynn,
Norfolk.

Sir, – In "Alarm spreads over proposals for new 16-plus exams" (November 20) Bob Doe quotes Mr Kim Garcia's criticisms of what he wrongly describes as COSSEC proposals for Social Studies. While the abundance of 16-plus documents being circulated by various bodies may well lead to some confusion, it is desirable that those who want to discuss them should read at least the first page. The only document to which Mr Garcia could be referring bears the title *Midland Examining Group – Examinations Development Committee – Interim Report of the Subject Working Party in Social Studies*.

The interim report then lists the membership of the working party, showing clearly that there were four members from the Midlands CSE boards (two each from the West Midlands Examinations Board and the East Midland Regional Examinations Board), four from the COSSEC Boards and two l.e.a. advisers from the Midlands.

This document was sent out to centres, with ten other interim reports and a covering statement which explained that these reports were being circulated as consultation documents on which comments were sought, before detailed syllabus planning – which must in any case conform with national criteria not yet established – would begin.

By all means let us have constructive criticism at an early stage of the work, but based on an understanding of what, and by whom, proposals are made.

H. F. KING,
Secretary-General,
Cambridge, Oxford and Southern School Examinations Council,
Syndicate Buildings,
17 Harvey Road, Cambridge.

Sir, – I would like to take up two points made by Mr Bob Doe on October 30. Referring to the Nuffield and SMP projects he says that "those designed specifically for O level pupils may have to broaden their approach".

With 10 years experience of teaching a Mode 3 CSE Physics course based unashamedly on the Nuffield course, I cannot agree that any change in *approach* is necessary. The underlying assumption in statements of this nature is that the achievement of the average ability pupil can be better measured in terms of recall of facts, but not in terms of understanding of ideas. My experience of the so called "average ability" pupils is exactly the opposite. When presented with a new idea they may well be unable to remember it even a few days later, but, given sufficient information, they show clearly that they understand it.

All that is required for success in teaching a course in the Nuffield approach to the full range of CSE pupils is the careful matching of the depth of treatment to the level of ability of the pupils being taught which is equally true of successful teaching of any course to any group of pupils.

It is surely more the duty of those responsible for establishing the new national criteria to ensure that these encompass the aims and objectives of the "long-established national curriculum projects" than it is of those involved in teaching these courses to change their approach.

My second point refers to Mr Doe's statement that "there are no official Nuffield CSE exams". This should not be interpreted as meaning that there are no CSE examinations based on Nuffield material. The South East Regional Examination Board for the CSE has Mode I examinations based directly on Nuffield material in both chemistry and physics.

The fact that this board has been entirely successful in setting CSE examinations and using CSE moderation procedures in Nuffield Physics for the last years, is a point which subject working parties and all others concerned with 16-plus should bear very much in mind when considering the place of our long established national curriculum projects in the new 16-plus system.

R. ROYDS
Head of science,
Broadlands School, Keynsham, Bristol.
Chief examiner for Nuffield Physics
SE Region Exam Board for CSE.

BEd support

Sir, – As someone very involved in preparing teachers for primary education via the BEd route. I view the comments and advice of ACSTT with increasing frustration and disquiet. I feel rather like the patient who lies wondering and worrying in his hospital bed while at its foot a sombre group discuss his condition and ponder on possible alternative remedies. They don't consult the patient, but simply regard him as a suitable case for treatment.

My disquiet arises from two sources, neither of which relate very directly to the "how-many-teachers-will-we-need-in years-time? problem. The first is the reported unpopularity of the BEd degree. We are told that intending teachers are voting with their feet for the degree-plus-PGCE route. Of course many are! But not because its a better preparation, and not even because all of them are intending teachers. The growth in applications and admissions to PGCE courses is because graduates with few alternative prospects are taking out an insurance policy entitled "Qualified Teacher Status."

Yes, people like me have a vested interest in the BEd degree. But we have confidence in it, too. As a purpose-designed three or four year preparation for the demanding and complex business of teaching and working with young children it has the potential to achieve something satisfactory.

My second and related concern lies in the suggestion that increasingly primary school teachers might be prepared by means of PGCE courses. The notion that a 30-week course, half of which will be spent on teaching practice or school experience, can adequately prepare the student for his role in clearly a dubious one. There in no induction year. There is unlikely to be one! If PGCE courses are extended to two years a more thorough job could be done. But are we *really* confident that there would *be* such an extension?

It is not enough to meet the future by having the right number of teachers, in front of the right number of classes in the right kinds of schools. What is crucial to the issue of quality in education is what these teachers believe, what they know and what they can do.

KEN JONES,
Head of the School of Teacher Education,
West Glamorgan Institute of Higher Education,
Swansea.

Sir, – I read with interest the article on the future need for more primary BEd staff (November 20;. As the result of bitter experience I failt to see how anybody can optimistically embark on *any* type of primary teacher training course.

I successfully completed my professional training in June, with a distinction, but as yet am still not to be employed on anything other than a supply basis.

I realize that I am fortunate in that I have been able to get a limited amount of supply work (7 weeks) since September. However, having completed more than 200 application forms it is difficult to be anything other than cynical about the future.

JANET YEARP,
24 Homecoft Drive,
Uckington, Nr Cheltenham,
Gloucester

Sir, – The report (November 20) gave the erroneous impression – doubtless based on out-of-date statistics from DES – that recruitment to the BEd has not picked up: "the present intake is only 5,500 a year with no sign of the degree becoming more popular".

In fact this year's intake is at well over 6,000, an increase of more than 500 on last year, and applications for next year are already up on this time last year especially by men. Moreover, there were more than 2,700 further applications for 1981 by youngsters who failed to achieve the higher entrance qualifications now required.

It seems that youngsters and their career advisers have been slow to realise that BEd courses now demand highly qualified applicants and hence merit consideration by talented candidates for higher education who, regrettably, might in the past have scorned BEd.

If this message, with the news that DES anticipates a shortage of primary teachers in the later eighties, gets through to those now studying for A levels and planning their futures, both the BEd and the schools will benefit.

The BEd has for too long suffered a poor recruiting image. There are now welcome signs that this is changing. It is to be hoped that the media, including *The TES*, will contribute.

NANETTE WHITBREAD,
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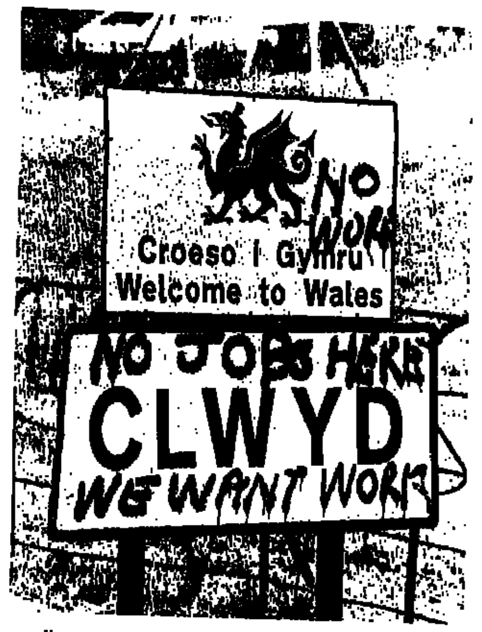
Schooled to fail?

Unpublished government statistics about Welsh school leavers will increase existing disquiet about the system. David Reynolds and Stephen Murgatroyd put the figures in perspective



The figures show that for the year 1979–80, the proportion of pupils leaving schools in Wales with no formal qualification has risen to 25.1 per cent from 23.8 per cent in the previous year. Since the proportion leaving school unqualified in England fell in that same year from 12.8 per cent to 12.2 per cent, the gap between the Welsh and English schoolchildren has widened almost to the levels of the early seventies.

To those of us researching education in Wales, these figures are the latest in a long line of evidence about the Welsh educational malaise, which began in 1974 with the publication of the Department of Education's survey of school absenteeism. Whereas in England 9.6 per cent of all pupils were absent on a given day (with 2.1 per cent for whom no satisfactory explanation was forthcoming), schools in Wales recorded figures of 13.9 per cent and 4.1 per cent respectively. Publication of the detailed figures for cities and counties showed Cardiff – not a city marked by conspicuous social deprivation – with an absence rate higher than the ILEA.

Further evidence in the mid seventies about the "gap" in examination attainments between Wales and England prompted specific initiatives, both local – like that of the South Glamorgan and DHSS, published as *Working Together For Children and their Families* – and national, like the Welsh Office reports published in 1978 on literacy, numeracy and examination attainments. Underachievement, they suggested, was a "disturbingly substantial" problem in Wales, which had causes that were "complex and deeply entrenched in our social, economic and educational experience and practice."

The next piece of evidence was the Loosemore Report of the Schools Council for Wales, which located blame for the high rates of exam failure at the door of the Welsh Joint Education Committee (which functions as the Welsh exam board) and the schools themselves. In spite of the absence of any comparative study of schools in Wales with those in England, and in spite of studying only eight Welsh comprehensives, Loosemore said that the low ability child was neglected in Wales. Courses for the less able were restricted – examination entries for them were minimal. More than 24 per cent of Welsh schoolchildren were not entered for any exams, Loosemore found – compared to just 13.7 per cent in England. The WJEC was said to be hostile to the development of Mode 3 CSE exams – only 11 per cent of subject entries in Wales used Mode 3 arrangements, compared to 22 per cent in the schools covered by for instance the Associated Lancashire Exam Board. Entering pupils for Mode 3 cost more in Wales and the exam was held *after* the Easter leaving date. Entering pupils for O level and for CSE concurrently was also impossible, since the examinations were held on the same day.

The WJEC attitude, the report argued "... is not one of overt encouragement, the onus is on the schools to innovate and on the board to control excesses". While the board could be seen as painstaking and protracted, always concerned to maintain standards, many Welsh headteachers were said to feel that it was "over obsessed with standards, over conservative in its attitudes to new development and trying to stem the march of educational progress".

After Loosemore's publication last February, inertia seems to have settled upon discussion of these issues. Comments were invited from schools and interested parties, but few were forthcoming. Further Schools Council conferences are rumoured, but have not appeared. Action research, in only one school, to test some of the Loosemore hypotheses is also rumoured. For a population many of whom aspire to be regarded as an historically self-determining nation, the deafening silence (occasionally broken by cries for more money from England) augurs badly indeed.

We must consider the possibility that the causes of the Welsh system's failure lie merely in the social and economic environment of Welsh society, an argument which has much support in Wales. Certainly it is clear that levels of social deprivation are higher in Wales than in England – rates of unemployment, dependence upon social security, poor housing conditions, ill health and levels of "at risk".

However, levels of some deprivations are lower, such as the proportion of one-parent families and the proportion of the population made up of ethnic minorities. Even if we were to accept that the most crucial deprivations that affect the work of schools *are* more prevalent in Wales, it must be said that these levels are equally as high in areas such as Northern Ireland, the North, the North East and the North West. None of these areas can match Welsh levels of failure at school.

Also, it is very clear that – whatever the levels of deprivation – the secondary schools are getting highly educable children. The 1972 *From Birth To Seven* survey, for example, found that Welsh children scored well above the English mean on general ability, were very substantially above the English mean on arithmetical ability, and were only slightly below the English mean on reading. The recent APU Primary Survey on language performance shows Welsh children at 11 with slightly higher mean writing and reading scores than those of England.

Other popular explanations for the failure seem equally implausible. Educational expenditure per head at primary and at secondary level is above English levels, and although Welsh schools appear to be older and to be in a worse state of repair than those in England, we have no evidence that the age or adequacy of school buildings affects school outcomes. It is also said that the widening "gap" between England and Wales reflects levels of Welsh youth unemployment, which could affect motivation to learn. Yet these rates have been rising relatively much faster in England.

Examination entry policy in Wales, and the small proportion of pupils entered for and therefore capable of passing exams, is also suggested as an explanation. Yet the APU tests on whole age groups of examinees and non-examinees at age 15 show children in Wales with the worst performance at mathematics of any British region. Out of five British regions, Wales' mean scores are lowest or equal lowest on 13 of the 15 scales. Judged by these tests, Wales has fewer examination passes simply because it has less children actually capable of passing.

In the past, the status given to the educated or learned person seems to have been higher in Wales than in other comparable areas, as the Bardic traditions of the *Eisteddfodau* suggest. In more recent times many have commented on the enormous cultural stress upon the acquisition of learning.

Past Welsh religious culture also has been aptly characterized as "evangelicism secularized as respectability", one which put great emphasis upon instrumental success. The Welsh Intermediate schools established by Act of Parliament were the outgrowth of this predominantly Liberal and aggressively nonconformist culture, and in their narrow orientation to the examination needs of their more able pupils generated a further reinforcement of the earlier, Welsh language generated cultural traditions.

The Welsh Labour Party added its own pressures. Whereas early Welsh radicalism had been marked by an emphasis upon mutualism, community and equality, the emergent "Labourism" after the 1918 adoption of Sidney and Beatrice Webb's *Labour and the New Social Order* was reflected in a new, more individualistic concept of socialism.

Labourism was to help the Welsh gain the material advantages which the English middle classes already had. Upward mobility for any Welsh sons and daughters who had ability was to be assured by the provision of grammar or high schools for all in the ability range who had talent. Local education authorities such as Glamorgan consequently provided up to 40 per cent of their secondary pupils with grammar places, and starved the remaining pupils of resources, good teachers and attention.

When comprehensive schools were discussed in Wales, then, they were sold to local communities as grammar schools for all, preserving yet extending the traditions of concentration upon the able. The high status and levels of success of the grammar and high schools – combined with the portrayal of comprehensive schools as wasting less ability than the selective system – gave the Welsh comprehensives a role in which instrumental examination passes were an inevitable major goal. The search for children of ability, their nurturing and their development into channels that could re-assure local communities that standards were being kept, became the focal concern of school organizations during the seventies.

In one other area too – that of appointment procedures for teaching jobs – the Labour Party heritage of many parts of Wales may have determined the present day educational patterns. Historically the Labour Party established close control over the procedures by which teachers and headteachers were appointed, believing that since the local schools were such a vital instrument for ensuring fairer class chances in the competition against advantaged English regions, they must be brought the most able personnel.

Consequently, the formal powers of educational administrators were less than in other areas – the present director of education for one Welsh county has no vote in the appointment of any teacher for any school, and may only offer advice during the selection procedure if asked by the governors and elected representatives on the selection committees.

Whereas in the past such procedures generated cohorts of outstandingly able men and women, now there is widespread concern in Wales at these mechanisms. The resulting preferment of internal school candidates against externals for promotion to senior management posts, and the alleged preferment in many counties of locally born and bred teachers over those from other regions, is widely argued to generate an inbred, traditional profession whose desire to experiment, innovate and change with changing times may be severely restricted. It is little wonder then that teachers from Wales – formerly able to move virtually at will to England because of the reputation of their profession – now are increasingly restricted to their home area.

Although we are still unsure of what the Welsh comprehensives are like in their ethos and organization, there are hints from the Loosemore Report and from local impressionistic accounts that many run as near bilateral schools, concentrating their resources and best teachers on the upper streams.

Their sixth forms appear to be more traditional, more closed to "new sixth" pupils than those in England. They enter maybe only 60-65 per cent of pupils for exams, compared with up to 80 per cent in England. They seem more likely to be run by former grammar school senior staff than in England. Areas of school life that may be very important for the low ability child – careers education, counselling, educational psychologists and other support services – appear to be underdeveloped.

Most important of all, parental interest in and knowledge of the system's functioning is low at both primary and secondary levels. Because of the high status the system has enjoyed in the past, because of the popular trust in the political establishment to deliver the goods to constituents and because of the system's reluctance to overtly evoke parental interest, it is a system where mechanisms of accountability at a parental/community level have never been developed.

The resulting generation by the schools of so much excellence, combined with the leaven of so much ignorance, has important effects upon Welsh social and economic structures. The large numbers of the unqualified hardly form the adaptive, skill-acquiring labour force a new Welsh industrial base requires. The traditions of resistance learnt at school do not necessarily generate a stable and well motivated labour force. A population that simply accepts its schooling and the political establishment responsible for its operation, is hardly the active, fate-mastering community that will wrest a future from a hostile environment.

Change in the system itself is likely to be difficult, since that change may be threatening to many vested interests, both political and professional. Some children and their parents may benefit in Wales from the attention that they are given. Some members of the teaching profession may fear change and may wish to preserve the emphasis of the past. Some political groups may not wish to surrender their control.

Furthermore, it is not at all clear which of the available policy options may be useful. English responses to high levels of pupil failure have involved extensive use of CSE Mode Three, flirtations with cultural relevance, individualizing of the curriculum and de-schooling pupils into out-of-school activities.

Since the value of these initiatives for the mostly working class children exposed to them must be considered doubtful, for Wales merely to follow the English road may well be foolish. A specifically Welsh solution to specifically Welsh problems should perhaps be more collectivist than individualist, more concerned with transmitting traditional knowledge than "new" knowledge, and more school-based than many English responses.

All that is clear is that something happens between ages 11 and 15 in schools in Wales that simply transforms cohorts of children. At age 11 on the APU Mathematics tests, Wales scores higher than England in many of the primary sub-categories, particularly in number (in Primary Surveys 1 and 2). Yet at age 15 England scores higher than Wales on all the sub-categories involved (in Secondary Survey 2, published yesterday).

What is happening? We urgently need to find out so that we can begin to combat our state of ignorance.

David Reynolds is Lecturer in Social Administration, University College, Cardiff; Stephen Murgatroyd is Senior Counsellor, The Open University in Wales.

features

CRIES AND WHISPERS

The TES Cartoon Competition was judged by Posy Simmonds and the Editor of the TES. Here we publish their report, together with the winning entries and (opposite) the runners-up

We asked readers to go to work on the things which amused or angered them about education. We were slightly taken aback by the prevalence of the latter emotion in the numerous entries sent in. It felt at times like an orgy of Them and Us, with Them being heads, bureaucrats, theorists, parents, Mrs Thatcher, computers and, of course, the little blighters themselves.

Many readers imagined themselves armed with coshes and bludgeons, and protected by crash helmets. Financial matters – inadequate pay, the shortage of materials, the growth of unemployment – loomed large. Teachers, it was repeatedly suggested, were an endangered species. Many entries were not so much jokes as cries for help.

Much of the humour was essentially verbal, and a fair amount concerned professionally didactic points. Though some entries had a dated feel, there was a general avoidance of clichés like mortar boards, and a refreshing absence of imitations of established cartoonists. There were, however, a lot of drawings whose overworked fussiness cancelled out the lightness of their ideas. Some excellent jokes were nullified by drawings which were bad by any standard.

We had great difficulty in arriving at a judgment: once you go beyond the laughter test and move into analysis, humour dies like a live frog under dissection. We felt that nobody had earned the first prize, and accordingly awarded two seconds and a third.

Congratulations, then, to Alan Scott for his subtly hilarious strip: the well-judged malapropisms neatly complement the hero's accurately observed ineptitude. Congratulations, too, to Ian Kellas: felicitous drawings, a well-written monologue, and a nice rhythm. Peter Rigby's accomplished squib made us laugh.

Congratulations also to the runners up, and appreciative thanks to everyone else. We hope these pages raise a smile, even if it is a wry one.

Ian Kellas

Alan Scott

Peter Rigby

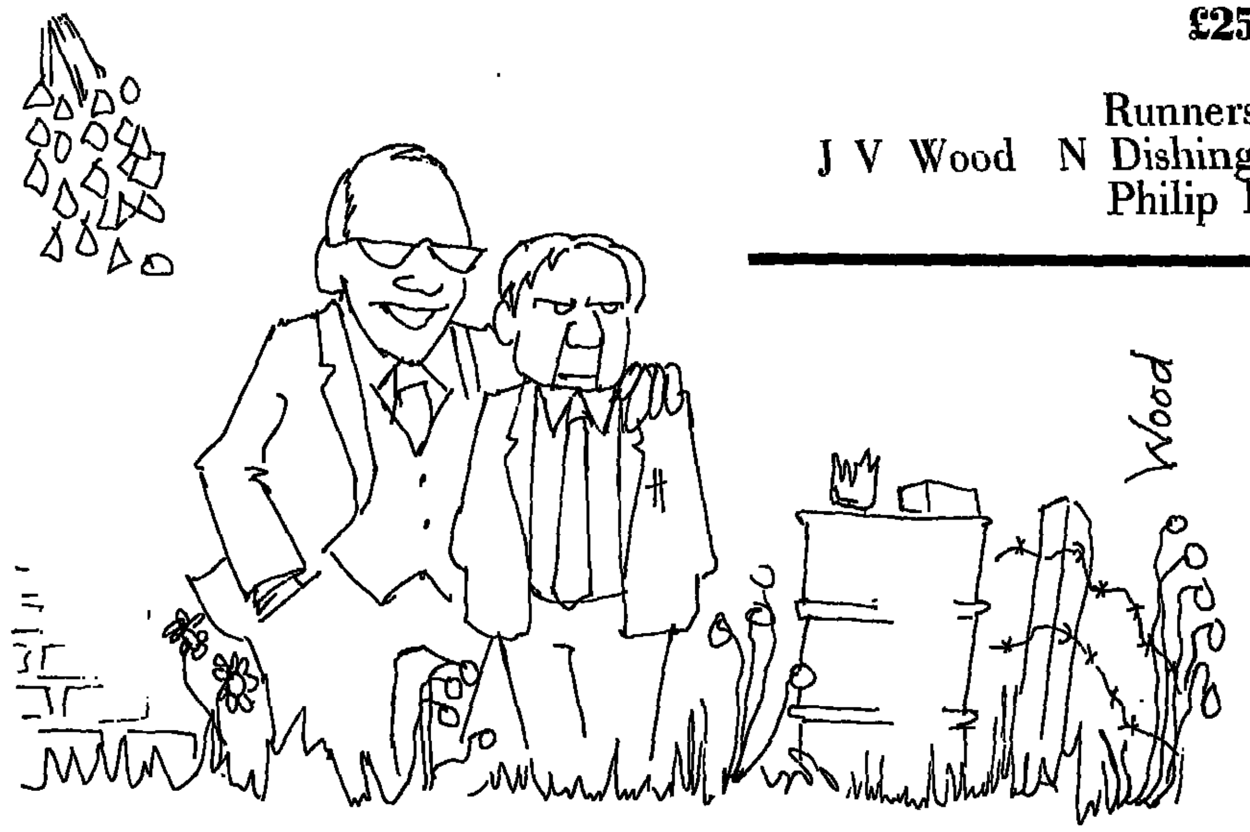
features

RUNNERS UP

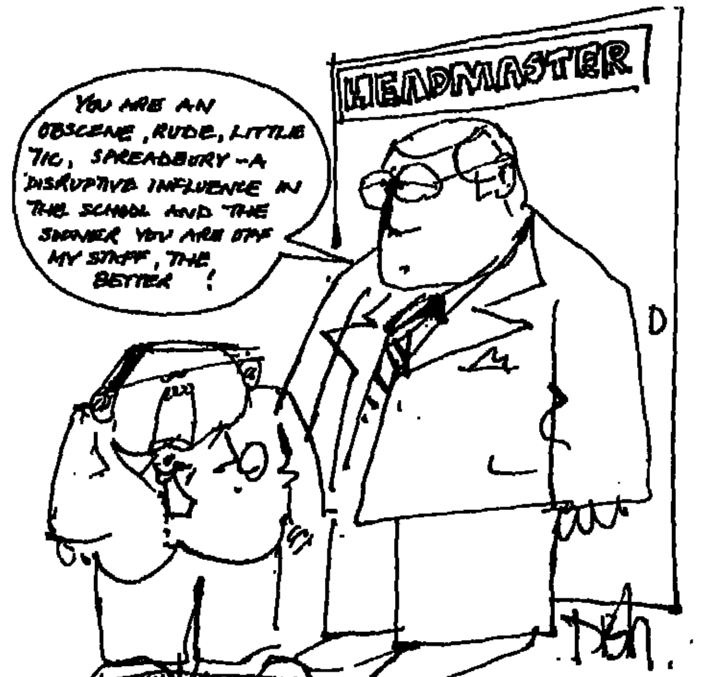
Ian Kellas and Alan Scott
£50 each

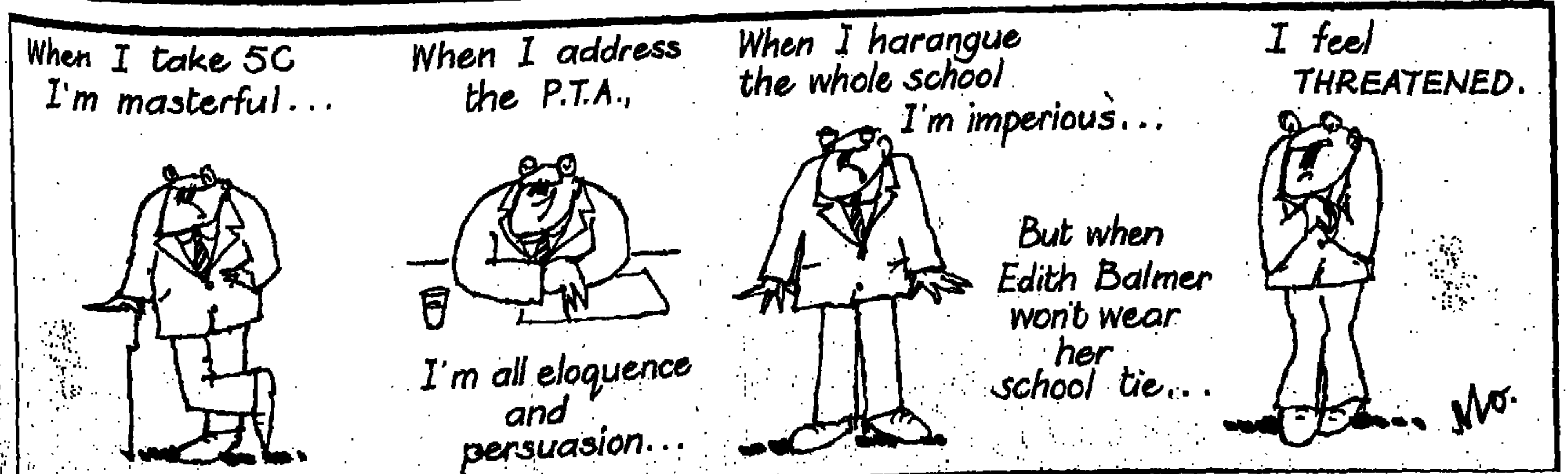
Peter Rigby
£25

Runners up
J V Wood N Dishington John Morland
Philip Page



I want you to think of this as your rural resource area.





In the beginning

Last week Everyman *reported on the curious notions about creation gaining ground in America. Gillian Peele comments on their sinister educational implications.*

Everyman: Genesis Fights Back. BBC 1.

Given the choice between descent from the apes or the angels, Disraeli solemnly opted for the latter as kin. By and large, however, the opposite view has been assumed in British schools and universities.

In contrast to the United States where the doctrine of an evolution has frequently encountered substantial resistance from fundamentalists and, as the Scopes trial in 1925 revealed, had to fight for inclusion in the curriculum, here Darwin's theory acquired the status of orthodoxy. Very recently though the scientific community has become divided about the precise nature of the evolutionary process; but it is also dismayed that, in the course of the debate, the creationists are making improper use of scientific argument.

So far from being a madness confined to the hospitable climate of California, creationism – the doctrine that the account of Genesis of the origin of the human race is literally true – has now been exported to these shores.

Within America it rides on the back of evangelical revival. Here, in order to discredit Darwinism, it will have to exploit differences of emphasis within the scientific world.

In these circumstances a programme investigating both the ideas of the creationists and the differing theories of how evolution works was a good idea, both as a way of examining the debate itself and as a way of alerting teachers to the dangers of strange men who come bearing plastic dinosaurs and slide projectors. Unfortunately, the treatment of the argument was so crude that the programme has simply added to the confusion which surrounds the debate about creation and evolution. Throughout there was a jumping from topic to topic that proved a positive obstacle to clear thinking. Especially misleading was the attempt to link Darwin's view of evolution to ethics. By blurring the distinction between Darwin's notion of natural selection and the more familiar idea that the fittest in any society will survive, the programme managed to suggest that scientists who believe in evolution can have no room for moral theory.

. . . and as Blake saw it

What it did not say was that, while one can derive a theory of social Darwinism from the idea of evolution, such a derivation is by no means necessary. Moral theory in the West since Darwin shows that so far from following Herbert Spencer there have developed compassionate theories of liberalism and the welfare state, which are quite distinct from the harsh principles of the social struggle for survival.

Worse still was the attempt to connect Nazi racial theory with evolution. True, the Nazis based their doctrines of national and racial superiority on the ideas of Gobineau and Houston Stewart Chamberlain which may have derived some comfort from Darwin's work; their ideas would not have been greatly affected had Darwin never lived. Yet the format of the programme left the viewer with the distinct impression that evolution and natural selection (also conflated throughout) were contributing causes to Auschwitz and those who reject such atrocities must come down on the side of a creationism which treats each individual as equally valuable.

Developments in America underline why it is important to be clear on these sorts of distinctions and to hammer home Stephen Gould's point that his own work has been misinterpreted and exploited by creationists. His "jump-shift" theory of evolution (as opposed to the gradual theory of evolution which used to be the orthodoxy) in fact offers no succour to Biblical fundamentalists. However, in a number of states there is now pressure to teach evolution on an equal footing with other theories of the origins of the universe including the Old Testament account.

Along with this request goes the demand that scientific textbooks which are biased towards evolution should be censored – a demand which chimes well with the new desire to remove such authors as Salinger, Nabokov, Vonnegut and even Shakespeare from the schools and libraries.

Kelly and Nell Seagraves at the Creation-Science & Research Centre based in San Diego (which figures prominently in the programme) are currently sueing California to ensure that creation doctrine receives equal time in the state's education process.

In 1975 the Seagraves' campaign succeeded in getting any mention of evolution eliminated from school textbooks used for children up to the age of 14. Arkansas has passed an equal time law which goes into effect in 1982 and even New York may require the Genesis account of creation to be taught in its schools.

It is important to appreciate that behind this evolution controversy lie other trends in American political life. Issues such as abortion, homosexuality and the quality of television have been taken up by right-wing politicians to mobilize the American evangelical community.

But they could not do so unless moral and family issues were already troubling a large section of the American public. The *Everyman* programme pointed to a college patronized by children of rich right-wing Evangelicals. It did not mention the Christian Schools Movement, which has established numerous evangelical schools to provide the very basic educational skills and a knowledge of the Bible. Such schools are not the preserve of the rich but are supported by relatively poor and middle income groups in America.

When the Internal Revenue Service in 1978 tried to impose affirmative action standards to change these schools' all-white character, it was met with a well-organized resistance and the attempt failed.

What the *Everyman* producers have presented as an isolated movement focusing on a single issue is in fact an integral part of a complex struggle for power to set American values in all spheres and which is both highly sophisticated and very well subsidized.

Viewers of *Genesis Fights Back* should be aware, therefore, that the debate about creation is much more multi-faceted than the programme suggests. They should also be aware that the creationists are somewhat disengenuous when they call for equal time for their theory of how life began. For the fundamentalist mind is not really interested in discussing the merits of rival arguments. Doubt and ambiguity have little place in their vocabulary. In America the fundamentalists and their new right allies clearly see the schools as the primary arena of conflict and are being resisted accordingly by teachers and civil libertarians. It would be surprising if, in the near future, schools here do not find themselves under pressure to offer a platform to creationism and to subject evolution to harsher scrutiny.

If so, it will be imperative that a more rounded programme on the debate and the scientific issues at stake than this one should be produced for teachers and the public alike.

Order out of chaos

The English Mummers' Play. By Alex Helm.
Boydell and Brewer Ltd, PO Box 9, Woodbridge, Suffolk IP12 3DF. £17.50. 0 85991 067 9.

As the late Alex Helm insisted, it is no good reading the text of a mummers' play if you wish to experience the power of the thing in all its directness, energy, inevitability, darkness and light. The "atmosphere cannot be transmitted on paper, it must be experienced physically during a performance before the sense of age, magic and mystery, all caught up together, can be felt." And even as I quote those words, a helicopter is circling like something out of an apocalypse, about a hundred feet overhead, turning to go in and spray the potato field opposite. Technology has displaced "natural piety".

So Alex Helm's posthumously published labour of love is about a mostly lost world: a world, indeed, where the actors – but that is not the right word – where the "celebrants" were not their ordinary daily selves, but were anonymously, mysteriously, drawn up into the enactment of a great "mystery": an act of transcendance, in the service of the cyclical powers of death and of a fragile re-birth: the revitalization of "nature".

The rituals of the mummers were ostensibly coarse, crude, certainly pre-literate, clearly unsophisticated: and conversely, they were *un*dispossessed, and deeply, pre-conceptually, unquestioningly, religious: they acknowledged powers beyond their ken, which could only be mediated through the strict observance of a metaphorical ritual of violent and sudden death and of a "magical" resurrection. Hence the apparent contradiction that, according to many of the extant records, their most vocal opponents and censors were the parsons. I say "apparent", for the abhorrence of the ancient mummers' mysteries seems to have been especially characteristic of those periods when Christianity lapsed into the theological algebra of deism or the recrudescent puritanism of evangelicalism. In both phases the clergy would have "good" reason for their hostility; despite which, the rituals persisted, though often in muted or bowdlerized form. Such nuances are well charted in Helm's work.

Conservative, secretive, jealous, and knowing themselves to be possessed of a dark and necessary Mystery, the celebrants clung to the inherited tradition: the rites were not a matter for dispute, or interpretation – they simply had to be performed: usually at Christmas, on Plough-Monday, or at Easter. There was nothing quaint or charming about the "plays" – nothing to afford amusement to tourist or to those in search of Merrie England. But plenty, for those of an enquiring mind, to afford food for speculation, for social anthropology, for a glimpse of a vestigial chthonic and noumenous energy.

Alex Helm has dug up many of the earlier records of the "plays", from the eighteenth and nineteenth centuries – diaries, journals, letters, and so on – and has explored each of the major structural and sematic features, not to mention regional variations. His chapter on the "Wooing Ceremony" places sexual generation, and related forms of fertility, at the centre of the "meaning" of the mummers' tradition, and, as he observes, a sexual explicitness and capacity for "simulation" – "dancing and jigging about" – would make the plays a ready target for the virtuous and powerful, ie those with secular power, such as the squire who had the play discontinued when one of the players died, frozen, in a snowdrift, blind-drunk.

Helm also explores the cognate fields of the sword-dance and the hero-combat ceremony, and offers a marvellous chapter on Disguise. As he insists, "anonymity made the performers entirely different beings, remote from their everyday lives". As a bonus, we are offered some stunning photographs, from Whitworth, Lancs, from Netley Abbey, Hants, and best of all an 1872 group from Bellerby, Yorks.

The book is a beautiful and appropriate memorial of Alex Helm's great passion, and it is mourning in the manner of Klingender's work on art and the industrial revolution. But meanwhile we try to live without the ritualized order of such enactments: as Ted Hughes suggested back in 1971, "When the wise men know how to create rituals . . . the energy can be contained." Helm's monument is a record of such energy and of such containment. In the meantime, it seems that our cities will continue to burn.

Geoffrey Summerfield

Death by polypharmacy

Betty Tadman reviews a controversial biography of the greatest teenage idol of the century

Elvis. By Albert Goldman.
Allen Lane £9.95. 0 7139 1474 2.

To Elvis's innumerable fans of all ages his royal position needs no explanation, but for those to whom he means little, some basic and incontrovertible facts need to be set down.

Elvis Presley was the supreme solo performer, a pop genius of global fame. The adoration he inspired long outlived the sensual good looks of his youth. His meteoric rise was due to a combination of his physical presence and his creative ability to digest and translate traditional black vocal styles into an entirely original form. His continuing fame lies in his incomparable voice which, as he grew older, became richer and technically superb, spanning a huge range with a mastery of orchestral effects.

Albert Goldman's compulsively readable *Elvis* holds us with its pace and its frequent injections of "facts" of an intimate and salacious nature, but as with malicious gossip one is left feeling ashamed that one has listened. He seems to want to castrate or transexualize, describing Presley as having had a "middle-aged woman's passion for buying knick-knacks and curios" and later as an obese go-go girl . . . "propped up like a big fat woman recovering from some operation on her reproductive organs." He regards the white working class Southerners as a hillbilly "deracinated" race, genetically doomed, so that Presley, whatever his life had been, would have become a mental and physical ruin.

Presley was consigned by his manager, Colonel Parker, to two years in the army, 11 years of beach-movie film-making and a succession of punishing one night stands all over America averaging 150 performances a year. Parker took 50 per cent of the earnings and on the day of Elvis's death negotiated exclusive merchandising rights to all future sales. In so far as it deals with this singular piece of exploitation, the book performs a valuable service.

Early days – with his high school sweetheart, Barbara Hearn

The circumstances both of his private life and his career embittered and frustrated Elvis to the point of despair, and led this intensely vulnerable and emotional performer to prescribe drugs to galvanize him into action after the massive amount of Dilnudid he took to combat insomnia. Dilaudid is five times as strong as morphine but because it was legally prescribed for him he never regarded himself as an addict. "Polypharmacy" was the forensic pathologist's diagnosis of the cause of death.

It is sadly significant that what purports to be the definitive book on Elvis (2lbs 4oz of hot gossip) should be written by a man who said "I was never overly impressed with Elvis as a performer". Goldman himself may be devoid of star quality but he has a sharp ear for the ping of the cash register. Having attached himself to Lenny Bruce and Elvis Presley, he is now about to grab the tail of John Lennon which will doubtless keep him profitably employed for some time.

The book seems to set out to destroy a myth and create a monster. Two monsters do emerge, Colonel Parker, and Goldman himself. Elvis towers above them both, an indestructible force trapped in a lifestyle of rotting, self-loathing seclusion.

Understandably, many Elfans have refused to read this book. Those, however, who do, will probably forgive him his excesses. He is the one who has experienced everything before them or for them: fame, love, bereavement, obesity, drug dependence, and finally death. And he has left them his voice, a physical caress, an intimate whisper or a full throated challenge to which they still thrill.

Literary competition

Competition No. 21
Report by Scylla

You were asked to provide an extract from a possible Speech Day speech containing the 12 words shown in italics below.

Judging this (in Sicily, eating *spaghetti* under a *parasol*? – no such luck) I was *blessed* with a *cornucopia* of *nicely* phrased entries, some with a tart, somewhat *cavalier* flavour, clearly designed to *aggravate* the government, certainly unwilling to pour oil on its cutting *wheels*, others *traversing* Scylla's rocks bravely. Not an easy *operation* to decide on the winners, though some of you (like *wasps* in a spider's *web*?) fell into the trap of too much stinging acerbity for such an occasion and were thus eliminated. £10 to V. Ernest Cox, £7 to Jonathan Fernside, Michael J. Smith and P. W. R. Foot, and £4 to E. J. Elwin. Mentions to Mike Walton and Jacky Lord.

Traversing the great *web* of life is a tricky *operation*. You'll need some education. Enter the grown-up world without knowledge and you'll be as out of place as a *cavalier* riding through *Spaghetti* Junction. Yes, we all know clever Johnnie Drop-out who *wheels* and deals and does very *nicely* without being able to conjugate a verb. But he's the exception. Work hard and get some O levels. Forget CSE's – they're as much use as a *blessed parasol* in a typhoon. And forget silly pupil power demos. Remember, if you *aggravate wasps* you get stung. Concentrate on getting some qualifications and they'll provide the *conucopia*. Any boy who doesn't know what that means, – look it up.

V. Ernest Cox

Some of you may become writers, spinning an impressionistic *web* of words or unloosing, with *nicely* calculated wit, the *wasps* of satire. Others may become civil servants, *traversing* the corridors of power not, I trust, as *cavalier* rough-riders over the public interest – as in *Yes Minister* – but as authentic oilers of the *wheels* of government. You may become insurers, extending the *parasol* of financial protection over the unfortunate; or surgeons, charged with the *blessed* task of healing the sick with a timely *operation*; or restaurateurs – veritable lords of lasagne and shahs of *spaghetti*! Some of you may even, one day, be conscribed to *aggravate* the inevitable tedium of an occasion like this by spilling out a *cornucopia* of tired metaphor . . .

Jonathan Fernside

I was relaxing under a *parasol* in the parsonage garden, idly listening to the buzzing of the *wasps*, when this inspiration came to me. Dear boys of *Blessed* Oliver Plunkett Grammar, always remember that you have lived through the *operation* of cuts. Gone, alas, are the days when every school enjoyed a *cornucopia* of educational equipment. But you have survived. You have not permitted the *cavalier* attitude of the authorities and the accompanying *web* of lies to *aggravate* an already *nicely* balanced situation. Do remember this, dear boys, wherever the *wheels* of fortune take you, as you are *traversing* the roads of life which radiate out from this, um, *Spaghetti* Junction of your common school experience. Vivat scola!

Michael J. Smith

. . . . I have learned to avoid certain remarks available from the Speech Day speaker's *Cornucopia* of clichés as one avoids *spaghetti* at a children's party; those *cavalier* remarks which *aggravate* a situation; like holding a *parasol* on a windy day when you're *traversing* wet roads on a cycle with wobbly *wheels*. You can produce a *web* of platitudes or make a confusing verbal *operation*, like the man who when the doctor asked where he was stung by *wasps* replied, "On my allotment". To put it *nicely* One should never any anything original, and thus be *blessed* for saying as I do now: Let's distribute the prizes!

P. W. R. Foot

You girls who fit so *nicely* into the world of roaring *wheels* and *spaghetti* junctions may forget that the era of the *parasol* is only a generation ago, and that "*wasps*" once suggested strawberry jam rather than helicopters. Today we are *blessed* with a *cornucopia* of technological gadgets (the *operation* of which I often find beyond me, ha ha!) and tend to have a somewhat *cavalier* attitude towards the past. You *aggravate* my generation when you forget that you too are *traversing* the *web* of time even more rapidly than we have done. Ahem!

E. J. Elwin

Competition No. 22
by Charybdis

"As some day it may happen that a
victim must be found,
I've got a little list – I've got a little
list
Of society offenders who might well
be underground,
And who never would be missed –
who never would be missed!"

Thus sings Lord High Executioner Ko-Ko in *The Mikado*. Despite the passage of nearly a hundred years, his list remains surprisingly up-to-date in *some* of its inclusions. However, additional categories of offender are obviously now needed. Using the original Gilbertian verse-form, please (in up to 16 lines) bring Ko-Ko's catalogue of social miscreants *fully* up-to-date with some choicely contemporary specimens. Closing date: December 16th.

Save the Armoos

Led by an exotic golden creature and two other horned and shambling figures, the party of children arrived at the boarding platform. After handing over their passports, they climbed aboard an airship which was to take them to the planet where the mysterious tribe of the Armoos lived.

The children, a group of seven to eleven-year-olds, were from Blackpool Park School in Lancashire, a special school for children with learning problems. They were taking part in a project organized by the *Theatre in Education* team, based at the Duke's Playhouse in Lancaster. Since October, two members of the team had been regularly visiting the school disguised as lost and injured aliens from the planet of the Armoos. The children had found and comforted the disorientated visitors and then taught them how to survive on planet Earth. Now, to show their gratitude, the recovered Armoos were taking their new friends back on a visit to their own homeland.

Once through the decompression chamber, the party was disconcerted to find the planet apparently uninhabited. But then distant wails led the children and their guides through a disconcertingly realistic, lichen-hung swamp to a place where the inhabitants were caught up in heavy nets, immobilized by hostile fungus. (Shades of Dr Who!) The visitors immediately set to and freed the afflicted Armoos and then, having assured them of their friendly intentions jettisoned the deadly white fungus out into space.

It was a tribute to the closeness of the relationship that had been developed during the preparatory sessions that the children were able to cope with such a variety of new and taxing situations – the pitch-black airship, the forbidding swamp and the intense fear and grief of the striken planet-dwellers.

This was a less spectacular day than previous events staged by the company but the school staff felt that a small-scale project of this type successfully involved every child. From the beginning of this particular idea, the team had invited and won the pupils' participation, and this had encouraged the growth of a narrative which was very much the children's own creation. Each session had clearly developed out of what had gone before, with the result that children, teachers and members of the theatre in education team had deepened their understanding of one another at every level.

If there was a discernible weakness it was that music could have been more interestingly used. There was some communal singing, but little else. Children who spend much of their lives in the environment of the special school, in particular those attached to residential institutions, all too often only get to hear and participate in "jolly, institutional" music, and, in this respect, one felt that an imaginative opportunity had definitely been missed.

This project has now been used in seven schools in and around Lancaster and some time ago I accompanied a group of older, severely handicapped young people from the Royal Albert School on a trip round the town's shopping centre, ostensibly to show it to the Armoos. This was a successful venture, not only in terms of exposing institutionalized young people to a wide range of stimuli which are too easily taken for granted by the rest of us, but also to give them an opportunity to meet the general public at a time when official policy is ostensibly moving towards greater integration between handicapped and non-handicapped.

The Lancaster Theatre in Education team have proved themselves over and over again during the past four years. They have built up strong links with schools in the area, in particular with special schools and have produced a number of brand new approaches to working with handicapped children. But they are now once again confronted by a cash crisis, and the possibility of enforced closure. Will Lancashire County Council be far-sighted enough to find the necessary £50,000?

Lesley Lancaster

Naughty from the nineties

Roundabout (La Ronde). By Arthur Schnitzler
Bulmersche College, Reading.

This is a scoop – first word on the British production of Arthur Schnitzler's *Roundabout (La Ronde)*. Forget anything you have heard about the Royal Shakespeare Company or Manchester Royal Exchange Theatre, the real premiere was given by Bulmersche College, Reading, last week.

Written in 1896 the play – really a series of 10 short playlets about seduction with one partner in each being handed on to the next – was not performed until 1920. Following a public outcry it was then suppressed by Schnitzler himself. But copyright on his work expires in December – hence the rash of revivals planned for early next year.

Bulmersche College already has a formidable list of premieres to its credit. *La Ronde* came their way only after three years' negotiation by staff in the drama department, and their £1,000 production is a theatrical coup in itself. A spacious drama hall has been converted into a bijou Viennese cafe-theatre of the 1890s complete with footlights, tables, an orchestra pit, swagged red curtains and scurrying white-aproned waiters. From amongst the audience step the characters in each play – the prostitute who begins and ends the chain, the soldier, the wife, the writer, the actress and so on – coupling quite literally before disappearing; the whole set-up putting one in mind of Tom Lehrer's song "I Got It from Agnes, She Got it from Jim".

That said, the tales themselves are by contemporary standards innocent enough; scenes of fumbled ardour or snatched embraces, period pieces or cameos of what the butler did. But Bulmersche's students brought to them all a considerable style, revelling in the mores of another era but never ridiculing them. With Strauss waltzes from the pit orchestra between each episode, the evening was a fascinating introduction to a hitherto "forbidden" play.

Hugh David

Hand signals

The recent production of *The Mousetrap* with offstage interpreters for the deaf has inspired an interesting venture which takes place at the Linden Lodge School this weekend. Anthony Poole and Coeks Gordon are staging special performances of Coward's Blithe Spirit with no fewer than six sign-language interpreters stationed at the corners of the stage. If the performances are well supported they intend to do more, and on a sounder commercial basis: their cast of professional actors are currently working for free. Bookings for the shows on December 6–7 from 23 Replingham Road, SW18. 874 5988.

Michael Church

The Captain Cook Myth (Angus and Robertson £4.95) is by Jillian Robertson and not as stated in our review last week.

Impressions of Paris seen through the eyes of its painters

This delightful 25-minute film captures the charm and beauty of romantic Paris through the eyes of its painters.
It contrasts the City as it was, on the canvases of its artists, and as it is today, in photographs that distil its essential character.
Available free on loan to bona fide societies and organizations.
apply to:–

TIME-OFF LIMITED
2a Chester Close, London, SW1.
Tel: 01-235 8070.

Foreign titles

Brian Hill previews language programmes

Next term about 20 series will be broadcast on radio and television to support foreign language teaching. Many of these are repeats of familiar titles – *Ensemble, Wegweiser, Treffpunkt, Des le Début* or *Get By in Spanish* – but there are about 50 new programmes among them. Most of these are primarily of interest to sixth formers.

The popular radio series *Deutsch für die Oberstufe* (Mondays 11.40) which is used by three-quarters of German sixth forms, has a new radiovision on the town of Kassel. This includes authentic recordings from its local radio station. Actuality recordings also feature in an analysis of the Swiss – some delightful examples of Schwyzer-Deutsch help to show how the Swiss manage to preserve their national identity.

Another programme of special interest is the Duden investigation. Producer Al Wolff visited the headquarters of this bible of German usage and came away with some fascinating information on its archives, on how the German language is catalogued and how changes are identified.

The companion *Voix de France* series (Monday, 11.00) has a new radiovision programme on Alsace. The programme has been re-recorded and now includes interviews with local people. Two other programmes to look out for are "Les jeunes handicapés en France", in which disabled young people talk about their problems, and "A vous l'antenne", a feedback programme which invites contributions from the fifth and sixth year classroom.

Continuing Education radio has a new series which should make worthwhile listening for literature classes. *Twentieth Century European Fiction* (Sundays 16.00) provides sound portraits of key figures such as Gide, Camus, Mann, Böll, Lorca and Solzhenitsyn. Extracts from their works and interviews are used to illustrate the portraits, and social and cultural contexts are carefully established. This series could link quite nicely with the Schools' *Prospect* series which next term has one unit on "The Mind of Europe" and another on "The Making of Europe".

French teachers will welcome the new *Télémontage* series (transmitted late on Monday evenings, from early January and repeated for schools from April 27. This replaces the late night news series *Télé-journal* and moves back towards the previous formulas of *Reportage* and *Télé-France*. Each programme has a theme, and contains edited sections of authentic French television programmes.

One problem with the late night news was that the level of language was too high for many would-be learners and the fast, three hour turn-around between recording and re-broadcasting the programme in Britain meant that very little could be done to overcome this.

Télémontage will still feature current affairs, but in a way that is more accessible to intermediate learners. Transcripts and notes will be available from The Language Centre, Brighton Polytechnic.

It will be interesting to compare the impact of *Télémontage* with the new ITV French series for sixth forms which starts on February 16. *Documents Télévisés* (Tuesday, 11.39) consists of illustrated interviews filmed in France, and aims both to provide a record of life styles and to give listening practice.

The one new series which is not designed for the higher echelons is *Salut les Jeunes* (Fridays 11.45). This has been on the stocks since last year, but was shelved as part of the Stringer economies. Second year pupils are given an opportunity to learn something about the lives of their contemporaries in France.

Each fifteen-minute programme is divided into two modules, which are again sub-divided into three sections. The first contains multiple choice questions to prepare key vocabulary; the second a short sketch followed by questions. There is plenty of scope for teachers to select the amount of material to fit the time.

It must be a very difficult task to look at programme planning from every angle, but it does seem as though French sixth forms in particular are getting an over-generous slice of the cake and that, as with the beginners' material, this term too much may be on offer at the same time for everything to be recorded, classified and properly integrated. It would be interesting to know how many teachers would be able to use more of the advanced material if it were spaced out differently.

Androids and sirens

Nick Thomas on stereotypes in advertising

VIDEO
The Super-Soft Quick-Mix After-Eight Woman
VHS or ¾ U-matic. 15 minutes. Available on fortnightly loan (recommended contribution £10)
Women in Media, 12, St John's Wood Road, London NW8 8RE.

The Super-Soft Quick-Mix After-Eight Woman is the advertising executive's fantasy of femininity. We know her well from the billboards and TV commercials – and we know that life isn't actually like that. But if we all know this, why do such disgraceful and offensive stereotypes – the sexy siren, the all-providing maternal android – still infest the media? If nearly two-thirds of married women work, why don't they do so in the ads?

This 15-minute video programme is a shot across the bows of the advertising world and a guaranteed argument-starter in any sixth form in the country. It aims to help raise consciousness of the attitudes purveyed in advertisements that, although consciously seen only as audio-visual wallpaper, still subliminally affect our perception of the world.

The programme uses a mixture of interviews, parody, straight to the camera narrative by Jane Lapotaire, and film of the 1979 Women in Media Advertising Awards for the "best" and "worst" TV commercials. It is just what everyone teaching in the area of sexual discrimination, gender roles, women's studies, must be looking for: a technically good colour video which, while essentially light and humorous in tone, pulls no punches in its reasoned onslaught on media sexism.

In the process it comes up with some fascinating material. An "enlightened" advertising agency (with a woman creative director) did a test study in which different versions of a commercial for an imaginary breakfast food were shown to women. One version showed a traditional homebound mum getting her family off to work and school, smiling moronically throughout; the second showed a family cooperating over breakfast and all going off together. All the women preferred the second version – and many of them protested violently at the usual stereotype; but only *after* they were shown the alternative. Advertising does have its effect.

Mind you, the career women in the second version had an equally moronic smile and a nice fur coat. Is advertising really going to be redeemed by adjusting its stereotypes? And is this really the way to go about changing society? It must be a depressing business to campaign for improvement in such a fundamentally deadly field.

But this is not the issue to which film addresses itself, and within its chosen field, it does an excellent and provocative job. *The Super-Soft Woman* should be very valuable in a range of school and training college contexts. It comes with teaching notes that outline its arguments and sketch in some basic facts about women's employment, together with suggestions for projects and discussion.

Briefings

Radio and tv

For schools

Schools' television programmes have now finished, but there is a post-term week of radio programmes for block recording this week.

Study Skills (Monday-Friday, 11.00–11.30 VHF4)
A new series designed to help 14 to 16 year olds improve their skills in planning and organizing their work effectively, revising for examinations and developing learning strategies. Programmes 1 and 10 are for teachers, 2-9 are set at Connah's Quay school on Deeside, where the pupils are encouraged to use their skills independently.

La France Aujourd'hui (Monday-Friday, 11.30-12.00 VHF4)
The ten programmes for the Spring term are broadcast during this week only for 14 to 16 year olds. Look out for two programmes on Belgium, and the radiovision "En Savoie".

Da Sind Wir Wieder! (Monday-Friday, 1400-14.30 VHF4)
The "Wo?Wie?Warum?" programmes, again broadcast only during this week, are all repeats of last Spring's series with the exception of the current affairs programme on Friday at 14.00. "Hören Sie gut zu!" (Thursday, 14.15) will be particularly useful to 14 to 16 year olds for aural comprehension practice.

Look and Read (Monday-Thursday, 14.35-14.55 VHF4)
Resource material for next term's television series for seven to nine year olds begins with an introduction for teachers and continues with songs and readings.

Sounds (Friday, 14.30-15.00 VHF4)
Five minutes of sounds to stimulate eleven to thirteen year olds in creative writing. Includes sounds of school, leisure, radio telephone, and audiences.

Play It Safe (Sunday, 18.30 BBC1)
Jimmy Savile looks at cycling accidents among children, and stresses the need for training, having the right size bicycle and clothing, and parental supervision.

Jimmy Savile, currently involved in fixing it for child accident prevention

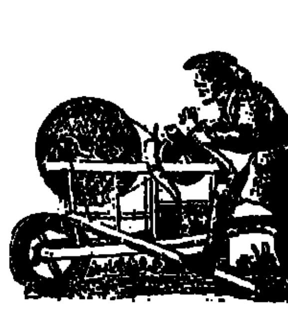
CE and OU

A Question of Equality (Tuesday, 1915. BBC2)
Why do children of West Indian background perform badly at school? A studio discussion follows a visit to a large comprehensive in Brixton.

Prefaces to Shakespeare (Wednesday, 20.15 Radio 4)
Frances de la Tour who played Helena in Peter Brook's production of *A Midsummer Night's Dream* explains what the play means to her.

The Community (Thursday, 12.50 BBC2)
The OU course "Governing Schools" continues with the problems faced by the new co-ordinator of English.

Shakespeare in Perspective (Thursday, 19.35 BBC2)
Dr Roy Strong, noted Tudor historian, gives his personal view of *A Midsummer Night's Dream*, to be seen on BBC2 next week.



Axegrinder

Rough cuts

Culture and Anarchy Comp has at last fallen victim to the falling rolls syndrome. It is to merge with (or be submerged by) its nearest rival. There is thus a new and pressing concern: to find a suitable name for the embryonic institution. As has been hinted at before in this column, the naming of schools constitutes an ideological minefield for the unwary.

Reflect for a moment on the connotations of those "Fields", "Downs", "Meadows", and "Banks" which abound where the eye can settle on nothing more rural than a window box. Trees are favourites too (old chestnuts, if you'll pardon the expression): "Elm Lodge", "Willowside", and especially all those strong oaks (from little acorns?): "Broadoak", "Old Oak", and "Fair Oak" deep in the Potteries.

But where are all the softwoods? No "Larch Comprehensive", "Knotty Pine Infants", "Balsa Wood Primary"? What about man-made alternatives? "Formica Middle School", or "Chipboard Comp"? And very appropriate too, you might think. But to judge by schools' names, would you know that the industrial revolution had ever occurred?

Doncaster, for example, offers "Rosedale", "Pheasant Bank", and "Tick Hill" *inter alia*. "Alder Coppice" is in darkest Dudley. "Whitefields" is surrounded by a wasteland of tips and motorway interchanges (which could, I suppose, be construed as dirty white).

In Board School days a more prosaic spirit prevailed. Not perhaps as prosaic as New York, which simply numbers its schools. Remember all those semi-autobiographical ethnic novels: "A Brooklyn education was nothing special. I just went to PS89, like all the other kids on the block . . ." The name of the street sufficed.

Hence you had in London "Brick Street", "Commercial Street" etc., and my favourite "Droop Street Boys", almost better than "Bash Street". Just round the corner, off the Harrow Road, was "Beethoven Street School". No pastoral symphony this one, and notorious amongst hapless supply teachers.

Today these names smack of uninspired, run-down education – which is what they were, or perhaps became. So less harsh names have since tried to camoflage more unfortunate locations: "Hampstead Comp" really ought to be "Cricklewood Comp" and "Highgate Wood" is an improvement on "Crouch Hill Comp".

"House", "Hall", and "Manor" are popular too. They soften the concrete present, but smack of the squirearchy, though who could resist "Dumpling Hall" (Newcastle upon Tyne) or Suffolk's "Herringswell Manor School", straight out of *Peter Grimes*.

An alternative is a "political" name, an elder statesman, not too recent, usually male, and preferably dead. Hence: "Ernest Bevin School", "Clement Attlee Comp", and "Churchill High". We must wait, perhaps indefinitely, for "Callaghan Comp" or "Thatcher Infants". And what are the chances of a "Benn Boys"?

Other favoured recipients are worthy local dignitaries, often quickly forgotten. Who was Sir William Perkins, Frank T. Harrison, Alfred Barrow, Sir William Collins, Sir Philip Magnus, or indeed Robert Clack of Barking?

Religious schools have it easy: there are a host of suitable saints to conjure with. But for our l.e.a. comp there can be no claim to SS Francis, Philbert or Jude, nor Our Lady of Lourdes / Sacred Heart / Bermondsey or anywhere else. Have you noticed how those "Immaculate" schools always seem to be in the scruffiest end of town?

A studied way of inventing new names for merged schools is to combine selected syllables from each former name. "Witherington" and "Long Mansfield" might thus become "Long Withersfield". This has the advantage of seeming fair to each original institution.

However, since "Long Withersfield" exists neither on maps nor in people's consciousness, it seems to emphasize the enforced and artificial nature of the alliance. Furthermore, this method invites scurrilous ingenuity, such as the suggestion that the Colleges of Crewe and Alsager should become "Alscrew".

But the pupils' own subculture will sully almost any purity. For instance "Parliament Hill School" is "Party Pigsty" and "Gospel Oak" (another Oak!) becomes "Gosbloke". What happens to "Regina Coeli School" is nobody's business.

The BBC solved the problem in the way most l.e.a.s do, and the way, I fear, our comp will too. They use a kind of lowest common denominator from the genres I have outlined. Hence the bland anonymity of "Grange Hill" for the television series. How synthetic compared with, say, "Shiney Row Comp" in Sunderland.

It all bodes ill for our local school. In a divided community, one man's hero is another's enemy: one woman's symbol of heaven, another's hell. Few names can bridge this divide. I'm quite happy with Culture and Anarchy as it is.

Teacher turned pupil

Geoffrey Brammall

Hiking in the company of our enthusiastic head of geography turned into a series of ad hoc geography lessons, and I learnt a great deal about a subject which I had not chosen to study at school. The premature departure of one of the geographers during the last academic year then left a teaching gap which I was invited to fill.

Armed with previously prepared notes I spent a day teaching urban geography to a group of fourth-year pupils. In an attempt to formalize my knowledge I entered last November for the Joint Matriculation Board's O level geography examination.

Then began several months of intensive study on long evenings after school, and with it came the realization that I still had a lot to learn. The reassurance that geography was only "applied commonsense" did little to dispel my anxieties as examination day approached.

The exam itself was a complete revelation. There was hardly time to breathe: choose the questions you can do and start to write immediately. I wrote for the whole time allowed on both papers.

I wondered how I was supposed also to draw the maps and diagrams which the examiner seemed to expect, and finished both papers mentally and physically exhausted.

The experience gave me cause for reflection. It is this pressure to which we submit our 16-year-old pupils annually as examination time comes round – and not just in one subject, but in many. Nor did the result (except from the point of view of self-esteem!) matter to me.

But for our 16-year-old candidates academic progress or future employment can depend on performance in this intellectual pressure-cooker. In the minds of young adolescents this must add up to a considerable amount of stress. Is this the sole means of assessing the products of our system?

Geoffrey Brammall is head of German, Stockport School, Cheshire.

Peer interactions

Kathy Sylva on preschool research

The Ecology of Preschool Behaviour. By Peter K. Smith and Kevin J. Connolloy.
Cambridge University Press £25.00. 0521 22331 8.

Educational researchers play a losing game. When Neville Bennett or Michael Rutter venture into the "natural" habitat of school and classroom, critics dismiss their results with apparent relish by pointing out "uncontrolled variables". When, on the other hand, researchers carry out laboratory studies, practitioners proclaim their results irrelevant. It's hard to know which fate is worse.

Peter Smith and Kevin Connolly aimed at compromise by conducting *formal experiments* in as natural an educational environment as possible. They set up two preschool playgroups, then manipulated physical resources such as space and equipment, as well as social resources like number of children and adults. For example, to investigate the effect of group size on children's activity, they observed a small group on its own (10-20 individuals), then later combined with another group (24-30). The behaviour of the "original" children was compared across groups, while teaching staff, space and materials remained the same. It turned out that children in the smaller group "knew each other better (and there was) more fantasy and sociodramatic play". In the larger group there was more table play and a worrying tendency to "no activity".

Precise experimental control is rare in observational studies, where the more typical researcher studies children from different backgrounds in a host of classrooms staffed by various adults. If a large-scale survey indicates, for instance, that children pretend more in small classes, it is difficult to know if the findings are due to differences in community, equipment, staff training, and the like. The experimental design shows how the *same children* and the *same staff* alter their actions when group size, *but nothing else*, is varied.

Smith and Connolly also investigated the thorny issue of structure, but unfortunately this experiment is only preliminary, appearing as an afterthought to the more substantial research on physical resources and ratios. Two matched groups of children were subjected to different regimes, although taught by the same staff and given identical space and equipment. A Structured Group were encouraged to participate in adult-led activities while a Free Play Group chose their own activities without guidance or encouragement from adults. This vivid contrast provides fascinating results. Predictably, children in the Structured Group spent more time interacting with adults and less in physical movement. Futhermore, they concentrated longer in play episodes. But children in the Free Play Group had more fun, as measured by laughter, and were less aggressive towards one another. To explain this, Smith and Connolly suggest that the more frequent peer interactions in free play taught children to sort out difficulties in amicable ways.

Although most differences disappeared when a balanced regime was instituted, the greater concentration of the Structured Group children persisted throughout the next term.

The Ecology of Preschool Behaviour is an important book for several reasons. First, it describes experimental manipulations in a "natural" educational environment. This approach, although not new, has never before been exploited so systematically. Further, the actions of children and staff were sampled and categorized in a wealth of ways. Although practitioners will find the methodological details daunting, the book will be an indispensable guide to future researchers. An extra bonus is a full review of the preschool literature, with several comparative chapters in which the authors reflect on their own work in the context of others'.

Is this, then, the last word on preschool? Can researchers pack their kits and move on to other settings? Unfortunately, no. The strength of the Smith and Connolly research is its careful manipulation and control of environmental factors influencing two groups of children and a handful of adults. The researchers *held constant* two of the most important variables in education: children and staff. This allowed them to see the effects of physical factors and to a lesser degree, of programme. Their results leave us wondering about "disadvantaged" children, and indeed about professionally qualified staff. Smith and Connolly purchased experimental control at the price of generalizability. This is a wise trade-off if small-scale experiments are viewed as a complement to larger surveys with greater variety. When either stands alone, we know too much with too little certainty, or too little with abundant confidence. Right now the ball is in the court of those who conduct large-scale observational studies. Can they put forth their strategies, results and justifications with equal force?

An insult to teachers?

In-Service Education Within the School. By Roland W. Morant.
George Allen and Unwin £10. 004 370111 6. £3.95. 370112 4.

The high degree of autonomy enjoyed by teachers within their job lays a responsibility on them to assess their own performance, and to consider both individually and collectively how best to develop their skills and abilities. The vogue word for this is "evaluation", and the committed teacher would not deny its importance. This book aims to assist teachers by charting the whole field of in-service education and by describing in detail the notion of gearing staff development individually to the needs of particular schools and organizing it within the schools themselves.

Such information, briefly and succinctly contained in a pamphlet "the bigness of a pocket book" could be extremely useful. Unfortunately here it's all padded and extruded into a hundred-odd pages which barely retain the reader's interest or goodwill beyond the first ten. This dressing up takes two forms, the first and worst of which is the inclusion of what is so obvious as to be banal. It is an insult to teachers to tell them they could benefit from "investigative sessions in library", and superfluous to labour at excruciating length over a general list of "in-service activities". This is detail without details; the specific "Directory of Resources" at the end of the book is far more helpful. The other form of dressing up is the application of the most sophisticated analytical techniques to straightforward, even mundane situations.

The author's method seems to be to dissect and categorize any and every idea or process, produce a label for all the categories thus generated, then produce a definition for all the labels. After that he might make a model, and provide a diagram to explain the model, or make a table, or both. He suggests every conceivable reason to account for the phenomena he mentions, and he mentions as many phenomena as possible. Anything that's at all obscure he spells out in the utmost detail to elucidate the obscurity; anything that's obvious gets the same treatment; after all, it may be so obvious as to be taken for granted.

Most of the content of the book is simply not sufficiently complex to merit such saturating analysis; there is, after all, a modest disclaimer on the cover to the status of "academic treatise" for anyone who hadn't already guessed. If the classification and model-making led to striking new perceptions it would be justified, but since they don't, the £10 price tag for a book telling teachers how to spend the time they no longer have because of staffing cuts on learning to use resources local authorities can no longer afford, seems nothing but the purest irony.

Jessica Saraga

Lingo

Dear reader, I think that I am in a position to reveal to you the biggest lingo boob of the twentieth century; maybe, of any century.

Well, what would you say was the biggest lingo boob of the century? One thinks immediately of the flounderings among foreign plurals: media, criteria, rumpi (yes, there is one example), Länder (Dr David Owen, when Foreign Secretary, spoke about the German Länders). No, these are fringe matters.

Then, how about all these adverbs: hopefully, thankfully, gratefully, and the like? Split infinitives? Wondering whether "next Wednesday" means the nearest one, or the second nearest one? No, these too are merely small idiosyncrasies, compared to what I am about to reveal to a startled world:

THE MAN WHO SPOKE THE FIRST WORDS ON AN EXTRA-TERRESTRIAL BODY GOT HIS WORDS WRONG.

The unfortunate chap was Neil Armstrong, and here is what he actually said as he stepped off the LEM on to the MOON: "It's one small step for man, but a giant leap for mankind."

Dear reader, study these words with care, and you will see that they do not make any kind of sense whatsoever. They are, however, precisely the words that Armstrong actually pronounced, and for the Doubting Thomases or Thomasinas among you (mustn't be sexist, must we?) I make the following offer. Anyone sending me a five-pound note with his or her name and address on it will receive a copy of the recording of his voice. No, make it a ten-pound note, in view of what I have just seen out of my window.

By the way, don't bother to write to the USA Embassy in London, asking them what Armstrong said. I did so, a long time ago, and they wrote back with what he was meant to say: "One small step for *A* man . . ."

The really intriguing thing is the contrast between the massive technology needed to get men to the moon, show us them walking and talking there, and then get them back; and the muffed lines of a nervous, fallible human being. I love it. I only wish that the US Embassy in London wasn't so po-faced, and so short-sighted. They could have made great propaganda by proclaiming: "Look, here are we Americans, with all our hardware – but we're just guys like you all." No doubt they were under orders.

This brings me to what I have just seen out of my window: two men in raincoats, under a street lamp. Jeeze, maybe it's the FBI trying to stop me posting this. Mama mia, maybe it's the KGB trying to make sure that I do . . .

W. S. Brownlie

Paperbacks

The Browning version

Robert Browning. The Poems. Edited by John Pettigrew. Supplemented and Completed by Thomas J. Collins. Penguin. Two Volumes. £10 each.

Of Victorian poets, Robert Browning is the most enigmatic. He is *there*, like Everest – and he is before me now in two thick squat Penguin volumes totalling 2,348 pages. Even that excludes "The Ring and the Book" which appears separately in the Penguin list (another 700 pages). Again, huge as it is, this edition of his poems – which constitutes, as the editors rightly claim, the best so far – omits the seven blank-verse plays he wrote for Macready. Enough is enough is enough.

First of all let me say that the beautifully printed and designed Penguin Browning is admirable, both textually and for its notes and glosses. And no poet, not even the learned Milton, needs notes and glosses more than the erudite Browning; not even the pansophical Ezra Pound. Pansophical? A Browning word – he had a vocabulary of 40,000 – twice that of any other English poet, including Shakespeare. As the late Professor Pettigrew remarks in his witty and lucid preface:

> "The ideal Browning annotator needs – besides sympathy – to be thoroughly at home with music, art, seven or eight languages and literatures, to know the Bible and the plays of Euripides and Aristophanes by heart, to be intimately familiar with Keats and Shelley and Donne and Milton and Homer and Anacreon and Alciphron and Herodotus and Thucydides and Horace and Shakespeare and Wanley and Quarles and the *Illustrated London News* and Johnson's *Dictionary* and the fifty-odd – very odd – volumes of the *Biographie Universelle* . . . Where I have failed, I have reminded myself of Lounsbury's foghorn which proclaims the existence of fog without doing anything to disperse it."

So here we have the ideal, or practically ideal, edition of Browning, which includes not only his uncollected poems but some previously unpublished ones. My only cavil – a faint one – is at the exclusion of his remarkable translation of Aeschylus' "Agamemnon". And in the useful bibliography what seems to me one of the best, if least scholarly, examinations of Browning's poetry has been left out: Thomas Blackburn's "Robert Browning" published some 15 years ago.

It is one of the very few examinations of Browning's poetry by a poet – G. K. Chesterton's exhilaratingly fizzy critique is the only other I can think of. For although Browning had enormous seminal influence on what's called "modern poetry" (think of the debt owed by Thomas Hardy, Ezra Pound, and even Auden, whose clipped syntax, as in *Paid on Both Sides*, derived from him), Browning is definitely not a poet's poet.

The Browning Society stands, or stood, witness to that. It is not the poetry which attracts most people to Browning, but the "philosophy", and his remarkable psychological insight into classical, medieval, and Renaissance cultures, into character, and his cunning analyses of motive, whether private or political or both. His principal gifts are in fact those of a major novelist. And had Browning been able to write that Chinese box of a poem, "The Ring and the Book", in prose (supposing he had been able to write prose – he couldn't) it is as a major novelist he would be remembered. What else but novels are such huge and subtle character-studies as "Mr Sludge – the Medium", "Prince Hohenstiel-Schwangau", or such interminable works of detective-fiction (or documentation) as "Red-Cotton Nightcap Country" and "The Inn Album", all of which are of interest for everything except their poetry?

Browning's real poetry – as Blackburn pointed out – was almost all of it written during the 20 years of his association with his wife Elizabeth Barrett – between 1845, when they met, and 1865, four years after her death. That was the period in which he invented the dramatic monologue. "My Last Duchess", an intaglio portrait cut in only 56 lines, is an oblique character study of astonishing depth, and perhaps the most perfect of a series which includes "Caliban upon Setebos", "Karshish", and, of course, "Bishop Bloughram's Apology". This was Browning's unique contribution. And there are the great love-lyrics, which are at the same time probings into the marriage-relationship – "Two on the Campagna", "By the Fire-Side". Then there is "Dis Aliter Visum" with its throw-away last line, whose flat banality is immensely effective in its summing-up of the speaker's ennui: "Here comes my husband from his whist" – the ancestor of those lines of Eliot's – "She smooths her hair with automatic hand / And puts a record on the gramophone".

Browning was one of the few Victorian poets able to put the commonplace into poetry. Paradoxically he is also the most grotesque, capable of rhyming "broomstick" with "Day of Doom's tick" and other demented ingenuities that are worse, much, much worse. There is a dark side too – "Childe Roland to the Dark Tower Came" is from the same nightmare stable as James Thomson's "City of Dreadful Night"; there is real Freudian horror in "Porphyria's Lover"; while for sheer ghastliness the description of the burning alive of a Knight Templar in "A Heretic's Tragedy" has no parallel. The generally accepted picture of Browning the optimist will not survive the reading of such poems. He remains an enigma.

David Wright

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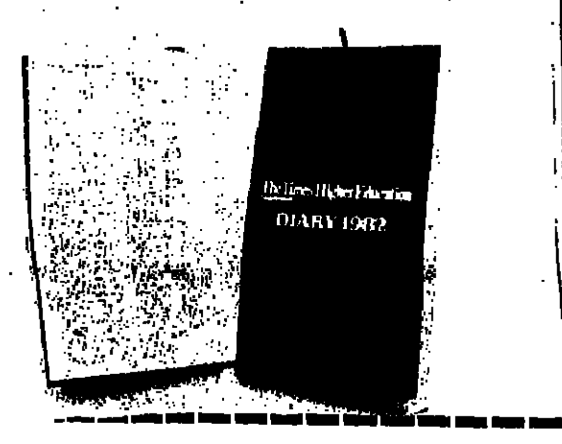

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books

A question of politics

Political Education and Democracy. By Tom Brennan.
Cambridge University Press £3.95. 0 521 28267 5.

"Political education in schools – it cannot be done. Pupils at that age are not mature enough for it." That is a response familiar to anyone who has tried to introduce political education rather than conventional examination-orientated political studies in schools. What Tom Brennan shows is that the idea of political education, which accepts that politics is an inescapable part of life, has been with us for a long time, and that official reports stating that pupils should understand their social and political environment have been published since the early nineteenth century. This is a useful function of the book: to place the current debates in a historical context. Someone reading about political education for the first time would, by the final chapter, be familiar with the different strands of the debate.

However, the book does not live up to its claim that it "is an important contribution to the development of thought on political education". There are too many books on political education like it that are too wide-ranging, over-concerned with the chronology of events and not reflective enough on the ideological arguments over the validity of the case for political education in schools. The fault lies not with Brennan, who candidly admits that he is neither a sociologist nor political scientist, but with the nature of the political education debate, which has been more preoccupied with the status and justification of the discipline rather than with identifying what is political about the selection, organization and content of the education system.

Brennan covers such areas as education and the polity, political culture and political socialization, recent developments in political education, professional hostility to the idea, problems of bias, resources and teacher training, and finally the concept of political education contributing towards a more democratic society. He is strongest when considering recent developments but then states that a barrier towards them is "the lack of concensus about the nature and aims of democratic government (eg the dominant emphasis on representative forms and the relative neglect of the participatory perspective)." Surely one of the key factors in political education is not that consensus has to exist but that there can be a meeting of minds, through various activities – such as discussion, role-play, simulation and normal essay work – about why people think and act politically in different ways? This would include such alternatives to liberal-democratic perspectives as the reasoning behind Freire's "cultural action for freedom".

An inadequate analysis is made of the contribution of the two main parties towards Brennan's reference to the "indication of the possibility of achieving a consensus on the form of democratic society and the pattern of political education to it". The cross-currents between and within the parties are complex and confused and are of direct importance if political education is to be considered seriously. What is an unavoidable fact, as an MP with an acknowledged and articulate interest in political education has told me, is that "political education is not high on the list of MPs' priorities". Thus the suspicion remains: has political education missed the boat? It will not have done so if there are worthwhile attempts to place political education alongside or instead of religious education in an amended 1944 Education Act or in a completely new Act.

Political Education and Democracy ought to have considered this minefield. Brennan's contribution would then have been more provocative, stimulating and exciting.

Richard Evans

Redressing human wrongs

Amnesty International: The Human Rights Story. By Jonathan Power.
Pergamon £8.75. 0 08 028902 9.
Against Oblivion: Amnesty International's Fight for Human Rights. By Jonathan Power.
Fontana £1.95. 0 00 636426 8.

These two books have deceptively different titles and formats, *Amnesty International: The Human Rights Story* is a large illustrated double-column hardback; *Against Oblivion: Amnesty International's Fight for Human Rights* is a small unillustrated single-column paperback. But they have the same author and almost the same text; in fact this is really one book. It is by no means the only book on Amnesty International: the earliest was *Persecution 1961*, Peter Benson's Penguin Special which was published at the time of his original "Appeal for Amnesty"; the latest was *A Flame in Barbed Wire*, Egon Larsen's journalistic account which was reviewed in the *TES* on July 21 1978.

Jonathan Power's book is twice as long as Larsen's and covers another three years, and it will serve well enough as a useful celebration of the 21st birthday of this extraordinary organization and as a necessary reminder of the continuing and indeed increasing violation of human rights in about half the countries of the world. But Power is very much a journalist and has produced another very journalistic account, with all the advantages and disadvantages of such work. It is easy to read but hard to remember; it concentrates on anecdote rather than analysis; it is so up to date that it will soon be out of date; and it is carelessly and clumsily written.

Power gives fuller descriptions than before of such crucial points as the formation of the organization in 1961, its internal crisis in 1967-68, its ambiguous relationship with the British authorities, and its day-to-day activity. But he doesn't even attempt to go behind the public versions to establish what really happened at any time, and there is still no clear picture of Amnesty International's unique character. The great bulk of the book, as of its predecessors, is derived from the records of the organization and is devoted to detailed discussions of particular cases and campaigns. Thus there are two introductory and one concluding chapters, and in between there is a chapter on the special efforts over capital punishment, torture, ill-treatment of children and terrorism, and separate chapters on Central America, West Germany, China, Central Africa, Brazil, Tanzania, and the Soviet Union. Appendixes give the text of the current constitution, a list of the current national sections of the organization, and a survey of recent press releases.

Most of Power's comments are pretty obvious though they are still worth making. But he doesn't probe deeply enough the unhealed scar of the wound made by the accusations and counter-accusations of collusion with or penetration by the British authorities. On the other hand he is too hard on the organization for its unpopular criticism of the ill-treatment of terrorist prisoners in West Germany; a human rights organization based in the West must apply particularly high standards to Western governents, even if we need have little sympathy for the Red Army Fraction (Power consistently calls it the Red Army Faction). The final impression given by the book is much the same as that given by the organization itself – a general feeling or horror at the wrongs done to so many people, and a particular feeling of admiration that so much has been done by so few people to put these wrongs right. Jonathan Power is donating part of his royalties to Amnesty International; everyone who buys or doesn't buy his book could follow his example. The prisoners of conscience whom it defends are prisoners of our conscience as much as of theirs.

Nicolas Walter

Swimming against the current

George Orwell: The Road To 1984. By Peter Lewis.
Heinemann Quixote Press £7.95. 434 98021 8. £4.95. 980072.

Few English novelists can have had so great an impact on politics and apparently such a slight impact on fiction as George Orwell. *Animal Farm* and *1984* have sold by the million and been translated into languages as disparate as Swahili and Serbo-Croat. Revolutionary rhetoricians have now to contend with the jibe that communism tolerates some being "more equal than others" and the concept of "Newspeak" has exposed *all* political bores for the perverters of language they undoubtedly are. Our ever-burgeoning school of cultural criticism owes as much to Orwell's brilliant essays as to the scholarship of Matthew Arnold and Leavis. But it is hard to find an English novelist who is in any sense his natural literary heir – the socialist novelist with world-wide appeal.

This may be due as much as anything to the nature of the man, whose most endearing quality was his determination to swim against the prevailing left-wing current whilst remaining distinctly in the radical mainstream. Understanding Orwell means understanding his reaction against a particularly British social conditioning – private school, Eton, the Indian Imperial Police – coupled with his inability to escape its effects. As a young man he rejected a privileged life by plunging into poverty and thereby discovering himself as a writer, one who could record like few before or since the sights, sounds, tastes, smells and feelings of the socially outcast and politically powerless.

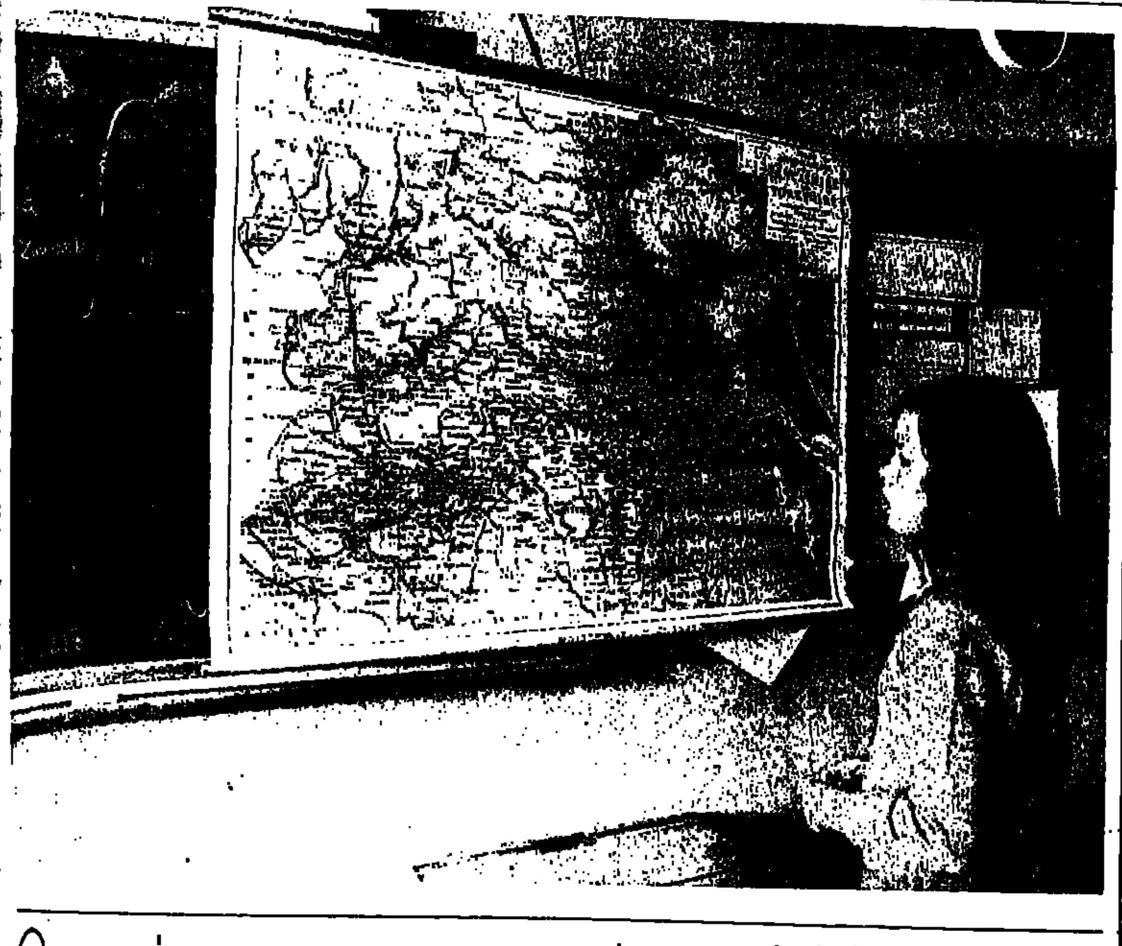
Peter Lewis's book explores the events which created the character who created the literature, from the high life of Eton and Imperial Burma to the low life of Paris, London, Wigan and Grub Street. He brings out well the ambiguities and conflicts which made up the man and underpinned the writing. Orwell loathed the upper classes yet was revolted by the stink of poverty. In his first novel, *Burmese Days*, he is the Englishman who "goes native", in *Homage to Catalonia*, he is the eccentric socialist who fought with the dissident POUM, in *1984* he stands alone for decency in a world gone scientifically mad.

His early death probably owes as much to the stoical character he became as to the tuberculosis which wrecked his body. More compassionate perhaps than Swift, more class-conscious than Dickens, more politically sophisticated than Wells, he nevertheless stands as their direct descendent. No one before or since has written so well and so obsessively about the dehumanizing effects of class domination and political repression.

Lewis's book has been criticized for being too speculative, yet any evaluation of character is bound to be just that. It is an affectionate and clearly-written essay illustrated by rare photographs which bring this remote author as close as is possible to those who never met him.

Gordon Bowker

Geography



Focus on Europe

The Geographical Association Conference 1982

Next year the Geographical Association Annual Conference will be held from April 14–16. The sessions on the first day will take place at the House of the Royal Geographical Society in Kensington Gore and will start at 4 pm. The sessions on April 15 and 16 and the exhibitions, will be at the London School of Economics as usual.

Professor Mead has chosen "Focus on Europe" as the theme of the conference and will deliver his presidential Address on "The Discovery of Europe". The geography of Europe and recent changes and prospects will be discussed. Sir Henry Plumb, the European Member of Parliament for the Cotswolds, will present the Macmillan Lecture on "The Wealth of the European Landscape". Other contributors will include Mark Blacksell, Hugh Clout, Ian Hamilton, Brian John, Russell King and Ian Scargill. They will range over such diverse topics as the effect of the Berlin Wall on the political geography of the Federal Republic of Germany, the problems facing Mediterranean countries as a result of their peripheral location in the EEC, the increasing economic interdependency of East European countries, and the effect of the new socialist government on the geography of France.

Professor Hubert Lamb will speak on "Climatic Changes in Europe in our Own Times and Future Threats".

Another series will focus on the teaching of Europe in the British classroom, the teaching of geography in the European classroom, and the potential for exchange with European partners, in the classroom and field.

Contributors will include Michael Williams, Professor Ove Biilmann and Michael Gramm.

"Geography in 16-plus examinations" has been arranged as a special session, with contributions from John Carhart and Vincent Tidswell.

Non-members of the association are as usual welcome to attend.

Programme: Dr B. S. Morgan, Department of Geography, King's College London, Strand, London WC2R 2LS. Programmes will be available in early January.

Coming ere the springtime

Patrick Wiegand on Geography criteria for 16+

The first phase of the 16-plus debate in geographical education is all over, bar the shouting. Working parties considering the criteria, or ground rules, for syllabus construction in geography will have concluded their deliberations by now.

The geography working party of the Joint Council for 16-plus National Criteria (Chairman: The Rev J. R. Cathart) is due to publish its report in January. A copy of this report will be sent to all schools and colleges in the country which are centres of GCE and CSE examinations.

The Joint Council working party is one of those appointed to draft subject specific criteria which are to be followed by the examination boards when they construct their own syllabuses. As geography was not one of the first subject working parties to be established, the timetable for discussions has been alarmingly brief – about three months.

The working party consists of one CSE and one GCE representative from each of the new regional groups of examination boards. Although this working party is the only "official" one considering criteria for the geography examination it will have had the benefit of three other similar reports.

Representatives from the GCE boards (with the exception of the JMB) have met separately to consider geography criteria. Their report, although not officially representing any GCE policy, was submitted to the GCE secretaries in the summer.

The Schools Council Geography 16-plus Sub-committee has also produced a report. This was circulated to l.e.a.s in September. The Schools Council's role in the exercise is to advise the Secretary of State on the criteria for syllabuses, assessment and grades prepared by individual boards. The geography paper has been produced as a preparation for that role and as a further contribution to the debate.

The Geographical Association established a working party on examinations a year ago. The group's first task was to design guidelines for syllabus construction and assessment at 16-plus. Its report is available from the Geographical Association (343 Fulwood Road, Sheffield, S10 3BP) at £1. It is the most substantial of the reports so far produced.

These three reports will have acted as important background papers for the Joint Council's working party. After their report has been circulated in January, individuals will be asked to comment. Responses (on a questionnaire) will be collected and consolidated by the examining groups. Comments will also be sought from national organizations such as the Geogrpahical Association. The working party will then revise its proposals in, say, April or May in the light of comments received. The final version will then go to the Joint Council for submission to the DES in June.

The time available for consultation on the geography report, therefore, is likely to be between mid-January and mid-March. Although at this time many geographers are planning their Easter field courses in between marking mock examination papers, these two months could be the most important for several decades. After all, GCE will have lasted for about 35 years and CSE for about 20.

Because of the shortge of time, some of the examining groups already have begun to consider the development of their syllabuses. The Southern Examining Group, for example, has circulated a report on proposals for geography. Although only an interim report, the document is significant. It reveals the current thinking of the geography subject working party and, providing the national criteria are not contrary to what it contains, it will form the basis for the development of the Group's Mode 1 syllabus.

Of particular interest is the statement that the assessment of course work should not be included in the examination. The Midland Group of Examining Boards has produced a geography report and the London/East Anglia Group is at present working on a geography syllabus. Other examining groups have reports at various stages of preparation.

Although geography criteria for 16-plus have been discussed by all the working parties mentioned and by HM Inspectorate's Geography Committee the debate has not yet involved geography teachers to any significant extent.

It is crucial that geographers in schools take up the opportunity to respond to the available reports. In reading them, it is necessary to bear in mind that there has been little teacher representation on some working parties and that several individual members have contributed to more than one. The Joint Council's working party will also (through no fault of its own) have had to formulate its report in a very short time.

All this could imply the stimulus of working to a deadline and the benefit of wider experience. On the other hand, pressure of time can lead to restricted discussion. If consultation is not to be perfunctory the response to the draft proposals must be swift, but, above all, organized. There is clearly a role here for heads of geography, l.e.a. advisers, branches of the Geographical Association and local curriculum development groups.

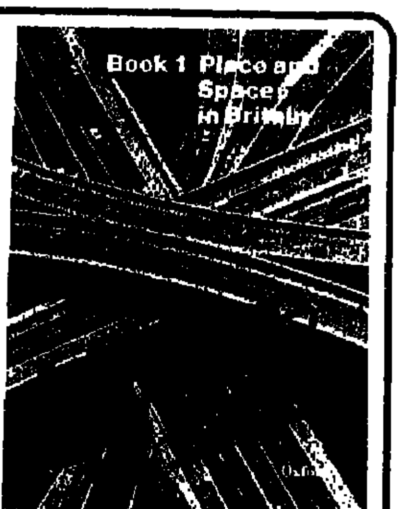
It is necessary to consider the sort of examination that geography teachers want rather than one that will be administratively tidy. It may be helpful to preview the headings likely to be used on the questionnaire to accompany the Joint Council's geography report. These are: aims, assessment objectives, content and techniques of assessment.

The aims of the examination need to be clearly stated and to be realistic expressions of what we hope

continued overleaf

A Sense of Place

Rex Beddis



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extra

Atlases and examinations

By Brian Gibbons

"Why can't our candidates use an atlas in the examination?" This was a familiar plea from correspondents and at meetings between teachers and examiners in the context of the University of London GCE examinations.

In response, the Geography Subject Advisory Panel of the University of London Entrance and School Examinations Council (the London GCE Board) set up a small group of examiners and officers to assess the situation. The group recommended unanimously that every effort to be made to allow an atlas to be used in the board's examinations in geography.

Such use would serve to reduce the burden of recall that the information explosion in geography had placed upon both candidates and teachers, and also it would provide more scope for the testing of skills involving the interpretation of data and the recognition of inter-relationships.

It was hoped that an emphasis upon atlas work might lead to a halt in what was seen as a decline in cartographical skills, in particular the construction of sketch maps, as well as a reinforcement of the concept of "place", sometimes obscured by recent developments in the discipline. In a broader context it was felt that atlas study was an educational experience. the value of which would extend beyond the pupils' school career into adult life.

Thus far the Geography Subject Advisory Panel was following familiar ground but the next step was to bring their aims closer to fulfilment. Classroom atlases for these levels were often bulky, the profusion of material confusing to the weaker candidates and copies too expensive to reserve solely for examination use. Equally important, no examining board would be prepared to insist upon one particular atlas, and without common pagination and format its use for examination purposes would be strictly limited.

An atlas for use in examinations must therefore be of manageable size, easy for reference and standard to all candidates. It was decided to investigate the possibility of commissioning an atlas to meet these specifications.

Such an atlas would allow the examiners to refer to specific maps, use the atlas as a source for data-response questions and also allow the candidates access to a general reference source. Publishers were consulted and the task of reconciling conciseness, adequate coverage, size and costs was tackled. Providing that these requirements could be met, then the London Board would purchase the atlases and they would be supplied free to schools for use in the London GCE examinations.

It was decided to proceed in concert with Bartholomew Educational whose maps and cartogaphy were felt best to meet the specification and standards required by the board. Inevitably there were compromises forced by restrictions of size, expense and available resources but in early 1980 the final version was approved and in September schools were informed that the atlas would be issued to them for use by candidates in ordinary level syllabus A, alternative ordinary and advanced level GCE examinations, in the June 1982 examinations onwards.

The atlas contains the basic maps of physical geography, rainfall, temperature, soils and relief, together with maps of population distribution and change and political divisions. So far as is possible the maps of any one continent are contained on a double-page spread with world summary maps printed on the outside covers. Thus the range of information is available to candidates at a glance and inter-relationships can be recognised. Information that might be ephemeral has generally been excluded.

At ordinary level, the chief examiners propose to use the atlas primarily as a material bank for data-response questions and for specific reference by candidates in other questions. This, it is hoped, will minimise the time-wasting business of leafing through the pages in search of help or inspiration by the weaker candidates.

The rubric on the front page of the atlas contains a stern warning against the indiscriminate copying of maps, a problem always present when reference material is supplied in examinations. At advanced level it is hoped that candidates will, in addition, be sufficiently experienced to use the atlas for free reference.

Inevitably, both candidates and examiners will require time to come to terms with the mechanics of this new development but, in the long run, the London Board is confident that nothing but good can come from the wider encouragement of atlas use.

Brian Gibbons is Senior Science Subject Officer and Subject Officer for Geography, University of London School Examinations Department.

Coming ere the springtime *continued*

pupils will derive from a course in geography. They should include statements relating to attitudes and values as well as to the development of understanding and skills. The fact that, for example, environmental appreciation or attitudes to other people are less easy to assess ought not to deter us from stating them as our goals so long as they are worthwhile. Aims should also indicate the contribution geography is able to make to the whole school curriculum.

Part of the working party's brief is to consider assessment objectives. These are to be statements about the "qualities and competencies" of candidates that are to be assessed. What knowledge, understanding and skills do we want geography candidates to be able to demonstrate in the examination? What will be helpful to the geography teacher is to have these expressed at the right level of generality.

It is relatively easy to specify what *skills* a candidate might be expected to demonstrate – for example "to be able to record information on a graph". It is less easy to identify in what way he could show he *understands*, say "the processes underlying physical and human landscapes". Statements that are too general are likely to be of little use On the other hand, lists of detailed behavioural objectives (apart from being unlikely) could restrict individual teachers' freedom.

Geography, alas, is not one church and somewhere between the statements of the examination objectives and the geographical content of the examination must be accommodated the various types of geography. The DES has thought it necessary that all syllabuses with the same subject title should have roughly the same content. The Joint Council instructed its working parties to either define a common core of content or to provide an appropriate specimen selection.

The history working party, however, found a common core to be undesirable. Their view is that the study of history "in its varied contexts" is in "the professional tradition of the discipline". Historians are therefore to follow specified examination objectives with whatever content they please.

Some geographers may feel the same. Perhaps, though, there are more ways of skinning a geographical cat than a historical one. Guidelines can be constructed to yield a representative range of content. We deal broadly in generalizations which may be related to areas. In this two-dimensional arena, we expect our pupils to develop a number of skills, forms of understanding and attitudes.

The generalizations refer to man-land relationships. A selection needs to be made here from the ways in which those relationships express themselves, for example in farming, recreation or shopping behaviour. Similarly, a selection needs to be made from the areas which exhibit such relationships. The choice of areas studied needs to be representative of different socio-economic systems. Study should also take place at a number of scales, from local through national to global. The difficulty lies in achieving such a selection of content without ending up with a collection of disparate topics.

Whether a common core of the geography syllabus is expressed as the competencies the pupils will show or the principles, concepts and real-world examples which make up content, we still face a problem of reducing what is taught to manageable proportions. Most of our present O level and CSE syllabuses are overloaded.

In the process of pruning, some favourite topics may have to go. Now is not too early to be discussing details. Generalized statements of content could be the gateway to more than can be taught in a two-year course.

Considering the range of ability to be assessed it would seem desirable to include a variety of assessment techniques. A reasonable assessment package might include a paper (perhaps of objective items) to test across the whole syllabus, a choice type paper (perhaps structured questions or short essays) to test selected detail and an element of school-based assessment.

The progress made by the Schools Council *Geography 14–18* project is worth considering here. The participation in curriculum development achieved by many geography teachers through the planning and assessment of their own courses will not be (and ought not to be) lightly relinquished.

Many aspects of the 16-plus examination remain unclear, for example the position of the Schools Council projects or the relationship between the syllabuses and A level courses. There is much to be decided in a short time. Geographers are used to revolutions. We need to remember though that *coups* happen quickly. *I* started by saying that the first phase of the debate was all over, bar the shouting. So it is. If we do not comment we will have lost a considerable opportunity.

Patrick Wiegand is a lecturer in education at Leeds University

extra

The European dimension

A progress report on a project

By Michael Williams

In September 1981 the Geographical Association took delivery of two hundred copies of *Eurogeo*[1], an experimental issue of the first publication of the recently established Standing Conference of European Geography Teachers Associations. At the same time a curriculum development project, the European Dimension in Geographical Education, was entering its second phase. Like *Eurogeo*, this international project was financed from the Kreyssig Fund which is administered by the Commission of the European Communities.

Both of these activities derive their inspiration from the same source, the belief that geography teachers working in different national systems will benefit from the exchange of experience with regard to other aims, content, teaching methods and assessment techniques.

In phase one of the project, three geographical educators – Professor Ove Biilmann of the Royal Danish School of Educational Studies, Copenhagen, Dr Michael Gramm of the University of Aachen, and myself – met on three occasions to examine the potential of an international study which would focus on the European dimension in secondary school geography. We began by agreeing on three broad aims:

1. to review systematically and carefully the current position of Europe in geography curricula in schools. This review would encompass an analysis of syllabuses, teaching materials and examinations;
2. to observe, record and analyse the teaching of geography lessons which focus on European issues. In this way aspects of interesting and successful practice could be highlighted and made available to other teachers;
3. to inform geography teachers about aspects of contemporary Europe relevant to their teaching and about pedagogical aspects of teaching about Europe.

Initial discussions focussed on defining the changing nature of classroom geography, the place of geography in school curricula and the place of Europe in geography curricula in the three countries. We sought a consensus view on the core of classroom geography and clarification of the ways by which a European dimension could grow out of, or be added to, the core.

Significant differences emerged in the freedom and constraints within which geography teachers planned their syllabuses and taught their pupils. There were also marked variations in the ways in which the nature of geography has changed in recent years. Although there has been a general shift from descriptive and regional approaches the notion of "new geography" is different within the three countries.

With regard to the European dimension it was necessary to consider how far such a dimension was tied to a "regional" definition of Europe and how far logical positivist and humanistic approaches to the subject could be employed.

Although the three participants favoured a pan-European definition of Europe – from Spain to the Urals – we acknowledged that the case study approach to teaching geography favoured in Denmark and Germany led to classroom definitions of Europe which could be patchy and disjointed. We acknowledged that geography teachers and pupils would have their own private definitions of Europe which would emerge in classroom practice and detecting and studying some of these definitions was seen as a worthwhile goal for the project.

Inevitably, in international meetings of this kind discussion tends to be wide ranging. To resist the temptation to wander too far from our agreed aims we prepared papers for our meeting in which we sought to inform each other about specific aspects of geography teaching. We were able to reach agreement on the definition of a common core and we agreed to focus our attention on pupils aged 11 to 14 of all abilities. We decided to try and establish working groups of teachers in the three countries with whom we would explore the European dimension in actual classrooms. A fundamental point of agreement was that we would adopt a non-prescriptive position with regard to the teachers.

By our third meeting, we were able to discuss proposals for carrying the project forward into phase two. Each of us, according to our employment context and interest, made suggestions as to how we would involve teachers in the project. It should be emphasized that the three of us are engaged full-time in our academic institutions and we had very limited funds and resources. The nature of our individual contexts is evident in our plans and activities.

Aachen

Dr Gramm suggested, "The particular location of Aachen provides the possibility for teachers from the Federal Republic (North Rhine-Westphalia), Belgium and the Netherlands to speak to each other as persons working in frontier districts. As a consequence of the common frontiers their problems, to some extent, overlap.

"Together they have the opportunity to obtain information of common interest about the Netherlands, Belgium and the Federal Republic at the microlevel. This information can contribute to the definition of common problems and the preparation and exchange of information for teachers and pupils."

He saw the European dimension emerging from case studies of geographical problems evident in a trans-frontier region and taught in geography lessons within the classroom traditions developed in three countries. He identified six themes which he proposes to explore with teachers from Maastricht, Liege and Aachen.

The themes are: water supply; coalmining; the location of power stations and the supply of energy; city redevelopment; teachers and frontier crossing for fieldwork; and trans-frontier relationships. Dr Gramm has prepared a collection of data which will be available to the teachers and it is planned that they will use this to prepare their own teaching units which will be evaluated in classrooms. At a later stage the units will be made available to other groups of teachers.

Copenhagen

Professor Biilmann sought answers to four questions:

1. How and to what extent can teaching which integrates regional and systematic dimensions in classroom geography be implemented?
2. How and to what extent can teaching about European regions and the broader European dimensions be implemented?
3. Is geography teaching suitably placed in the school curriculum as a whole?
4. Is geography teaching described satisfactorily in the curricula and syllabuses?

Groups of geography teachers in a small number of schools in Copenhagen have agreed to cooperate with Professor Biilmann in attempting to answer these questions. These teachers are participating in an in-service course during the current school year and in the next year they will experiment with teaching geographical topics with a European dimension.

Like Dr Gramm, Professor Biilmann has assembled a collection of case study materials which are based on units in school syllabuses. Through the in-service course it is planned to assist teachers in curriculum design and implementation and to devise methods by which all the participants can evaluate their experimental work.

Manchester

Since September eleven teachers from eight secondary schools and five l.e.a.s have been attending a Europe Workshop on one evening a week in the University of Manchester. The aims of this workshop are:

1. to provide an opportunity for geography teachers to evaluate their geography curricula for pupils aged 11 to 16 with particular reference to the European dimension;
2. to examine and evaluate the aims and objectives of introducing a European dimension to geography teaching;
3. to examine and evaluate the appropriate methods for introducing a European dimension to geography teaching;
4. to examine and evaluate existing curriculum materials, including those available to teachers in other European countries, designed for teaching geography with a European dimension;
5. to examine the possibility of engaging in exchange activities which may contribute to improving the teaching of geography with a European dimension;
6. to investigate innovations in syllabus design, teaching methods and teaching materials to improve the teaching of geography with a European dimension;
7. to explore ways of monitoring and evaluating experiments in introducing proposals and suggestions made in the workshop.

Good progress has been made towards achieving these aims though they are probably over ambitious for a single series of workshop sessions. For the most recent meetings the teachers have divided into five groups to devise teaching units for themes which they have selected.

Each group is focusing on one of these themes: protecting the environment; fuel and power supply; population movements; farming; and industry and settlement. It is anticipated that while some experimental teaching of these units will take place this school year the major effort will be in 1982–83. Meanwhile the possibilities of linking teachers in the Manchester workshop with teachers in Aachen and Copenhagen are being explored. There has been some interest expressed in other parts of England for setting up similar workshops.

Phase three of the project will be the experimental phase to be followed by evaluation in the three centres of the experiments. A long term hope is that teaching units, tried and carefully evaluated in schools will be exchanged between teachers in the three countries and perhaps with teachers in other countries. In this way geography and geography teaching can achieve a European dimension.

[1]*Eurogeo is available to members of the Geographical Association from GA headquarters in Sheffield for the cost of the postage 75p. It contains 65 pages of accurate and up-to-date maps and statistical information on Europe.*

Michael Williams is senior lecturer in Education, Manchester University.

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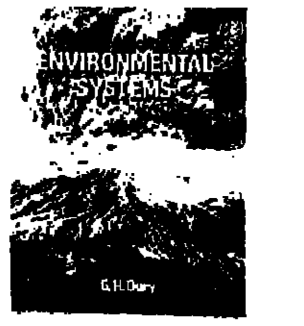

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The earth's resources

Quarries are usually seen as disfiguring the landscape. Jeffrey Best points out their value to geography and environmental studies

Many counties are well endowed with active and abandoned quarries, few more so than Northamptonshire and environs. Usually regarded unfavourably, as destructive impositions on the landscape, it is less widely acknowledged that quarries provide many positive opportunities for environmental education. Perhaps their most important educational use is that of seeking to demonstrate how application of human skill and technology to geological resources satisfies many of our basic material needs.

In Northamptonshire, the usual focus of attention in schools has been the contribution of the ironstone quarries around Corby to the local manufacture of iron and steel. Other major industrial users of quarry products are represented by cement production from the limestone and clays at Ketton and manufacture of bricks from the Oxford clay pits near Peterborough. Less popular sites for study, but equally significant to understand contemporary use of earth resources, are limestone quarries yielding hardcore and gravel pits supplying aggregates.

Quarries are also appreciated for the opportunities afforded for examination of geological material *in situ* and the collection of specimens for classroom and laboratory study. In an area where natural exposures are rare, quarries allow unequalled access to the richly varied deposits of the Jurassic system. They yield quantities of fossils, minerals and sedimentary rocks and clearly reveal the dynamics of succession.

For primary school parties, consideration of elementary field relationships and sedimentary structures, together with collection and examination of hand specimens, may be accomplished without difficulty. Older pupils and college students indulge in more advanced analyses, involving detailed study of sediment fabric, environments of deposition, fossil assemblages and post-depositional processes with equal facility. The especial interests of students of geomorphology are also conveniently accomodated by visits to gravel pits, where "superficial" deposits are available for study.

In British Steel Corporation pits, fieldwork is best accomplished along the faces of recent but no longer actively-worked "gullets". These are but part of a complex suite of derelict features resulting from ironstone quarrying. Ecological investigations of soil formation and community development have been undertaken via transects across parallel ridges of spoil which can often be dated from quarry records.

The floors of abandoned gullets sometimes permit establishment of wetland communities. Apart from containing interesting lower plants and often surprising invertebrate species, mature examples provide valuable habitats for amphibians and waterside birds. The study of aquatic ecosystems per se is further assisted by the large number of flooded gravel pits elsewhere in the county. Although many are subject to disturbance as a result of recreational use, such additional uses constitute opportunities for land use studies by geographers from schools and college. In this regard it should be noted that two of the county's country parks – at Barnwell and Irchester – occupy the sites of old mineral workings.

There have of course been efforts to reclaim land spoiled by ironstone extraction. The manner in which this task has been undertaken has varied and therein lies another domain for investigation by environmental science students. Consideration of the question of why restoration should be contemplated provides an introduction to the topical geographical theme of re-use and multiple use of scarce land resources Then the actual methods of restoration adopted an be examined.

The problems and prospects of levelling disturbed ground and re-

The closure of Corby steelworks and cessation of ironstone quarrying will mean the loss of interesting educational sites.

establishment of fertile soil for use as pasture or for production of cereal crops give rise to class assignments and undergraduate dissertations. Much of the derelict "hill and dale" topography has been reclaimed by afforestation. Plantations of softwoods have been introduced to a landscape characterized previously by broadleafed woodland. Several are already important as habitats for distinctive invertebrates and birds and offer a useful basis for comparative studies.

In the absence of deliberate reclaimation, many old clay pits have become wooded. For the historical ecologists at Nene College these provide dateable examples for investigation of floristic development, whilst in intensively arable parishes, they are often the only places where woodland of any kind survives today. Old limestone workings are better known for the conservation of limestone grassland communities. Quarries at Barnack, Collyweston and Ketton amongst others, are sites of special scientific interest and nature reserves for this reason. Such sites are less liable to agricultural "improvement" or urban development, being comparatively difficult to reclaim.

A special feature of these old limestone quarries is their relationship to the historical development of the built landscape. Created in the middle ages to supply building stone, the end products can still be admired in cathedrals and great houses throughout eastern England and the small towns and villages closer to source. Investigations of building-stone quarry development, as demonstrated by a recent Nene College publication*, provides a stimulating adjunct to study of the historic buildings of the area. The Lincolnshire Limestone was the most famous source, but other building stones, the Blisworth Limestone for example, have begun to receive the attention they deserve, thanks largely to adult education classes at the county's residential centre, under the direction of staff from Leicester University who are preparing a book on the subject. At Weldon, an enterprising company has re-opened a quarry for production of high-grade stone to satisfy the demand for restoration of old buildings. Stone extraction and the skilled work of stonemasons may be seen and the site has become a popular venue for educational visits. The ingenious method of producing stone roofing "slates" from fissile limestone, an art known to the Romans, is practised still at Collyweston.

The historical study of ironstone and brick-clay quarry sites has not been neglected. Although many "soft" pits are now badly degraded or reclaimed, much complementary information can be recovered from old maps and documents at the county record office. An exhibition at Northampton Museum, illustrating the history of brickmaking, was well attended and study of the landscape archaeology of extractive industries in the county is actively encouraged by an education inspector. The character of old ironstone quarries and their machinery has been documented and work is in progress to restore one of the old ironstone railways, locomotives of which are also maintained by preservation groups elsewhere.

In future, the rich resource potential of these quarries for educational purposes, is vulnerable to the twin threats of reduction in the number of actively working sites following closure of the steelworks at Corby and accelerated reclamation by waste disposal of many olders sites. Notwithstanding the country parks and nature reserves, use by local teachers of particular ironstone quarries near Corby and at one of the county's field study centres at Newton, testifies to the need for further action in conserving sufficient sites for future benefit. Environmental education in Northamptonshire would be poorer without them.

* *Using the Environment No. 6,* The Lincolnshire Limestone (a) Quarries – Weldon and Ketton.

Jeffrey A Best is Lecturer in Environmental Studies, Nene College, Northampton.

The recent reopening of limestone building stone quarries provides the opportunity for studying traditional and modern craft skills.

extra

A Basis for Choice

Geography at 17+

By Clive Hart

In terms of creating worthwhile courses for nearly all levels of secondary education, geography has come a long way in a comparatively short time.

However, the task is not complete. An area in quite urgent need of major development concerns the role of geography in the education of those young people, aged 16 and 17 years, who wish to keep their employment and further education options open during a further year at school, but who neither aspire to A levels nor want to follow a specifically vocational course.

For some years now these students have made new demands on the traditional pattern of course provision in the sixth form, but few responses have successfully fulfilled their needs.

Some idea of what has happened can be acquired from the terms used to classify this group of students. Expressions such as "the new sixth former", "one-year sixth former", and "non-A level candidate" have been used liberally as identity tags for a vaguely-recognized body of young people whose needs have proved particularly difficult to satisfy.

Difficult to satisfy, that is, by the rigid adherence to the practice of repeating O levels, despite its dismal track record. But, ironically, this practice does reflect an important facet of modern 16–19 education. It has become an inescapable fact of sixth form life that students of all abilities in the 16–19 age range exhibit an overt wish to follow courses that lead potentially to paper qualifications.

Where they have been developed, geography courses for less-able sixth formers have not been immune from this pressure, and it would seem most likely that any future work in this area is certain to occur within the parent framework of examination courses at the 17-plus level.

It is well known that much good work has been carried out in the field of 17-plus provision under the auspices of the CEE pilot scheme, and by organizations such as the City and Guilds and Business Education Council. Where the pressure to provide 17-plus courses has become too great to be ignored – particularly true in authorities with sixth form and tertiary colleges – a great deal of effort has gone into the process of planning and implementing new courses.

In view, however, of both the Government's Green Paper *Examinations 16–18*, and the attention afforded to the Mansell Report, *A Basis for Choice*, major fresh developments can be expected. Geographers in schools should pay special attention to the latter document because it is in the field of recognized courses for the 17-plus category of students that significant changes can be expected to occur.

This article discusses some of these anticipated changes, and suggests a role for geographical education in pre-employment courses.

First, does geographical education have a place in 17-plus courses offered in schools and colleges? The answers proffered by geographers would no doubt prove positive on balance, but it is not the converted who need convincing.

Pre-employment courses, if constructed broadly along the lines proposed in the Mansell Report, will likely consist of contributions from several departments – that is, they will comprise a collection of contributory components stemming from different disciplinary backgrounds.

Geographers will readily recognise their ability to contribute, but staff responsible for taking decisions on curriculum matters and course provision, (and who are not geographers themselves) run the risk of overlooking the geography department as a direct consequence of the alarming gap that persists between the reality of modern geographical education and its lingering traditional image.

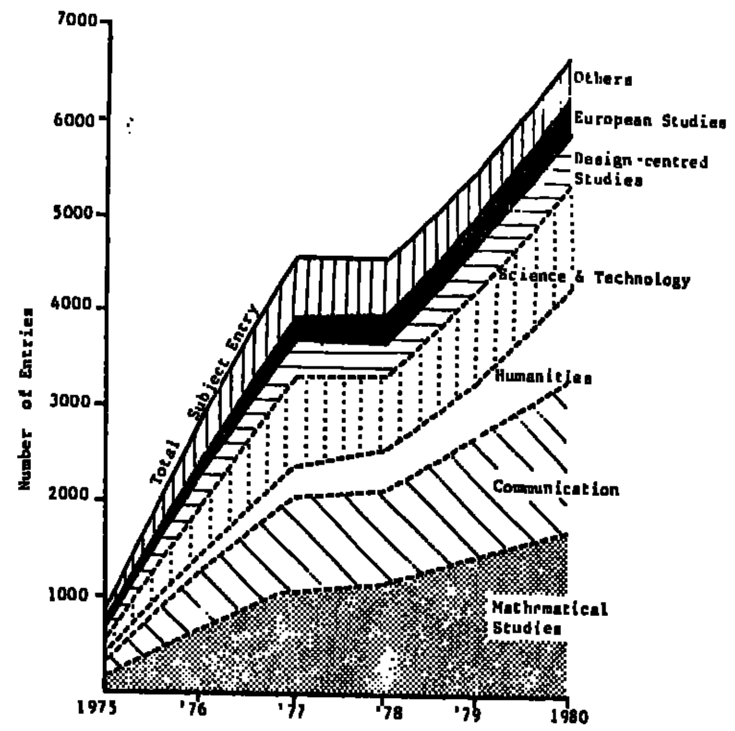
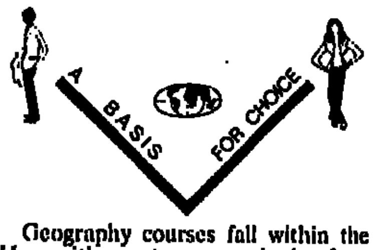


Fig. 1 S.R.E.B. CEE Subject Entries 1975–80

Nevertheless, in some parts of the country geography has already attained a significant place in 17-plus education through the opportunities presented by the CEE scheme. This claim is substantiated by Fig 1 which shows the rise in the number of entries for the CEE courses offered by the Southern Regional Examinations Board between 1975 and 1980.



Geography courses fall within the Humanities category and, in fact, comprise a major proportion of it. It is most instructive to note the 1980 status of Humanities, but whether this position can be maintained within an interdisciplinary 17-plus structure is open to discussion.

Similarly, stands the fate of geography. On the basis of this sample, it has an established place, but a shift in its position can be expected to occur with the advent of pre-employment courses based on the Mansell recommendations. There is no real need to fear this shift, but concern has already arisen at the prospect of geography disappearing from the 16–19 curriculum other than at A level.

This need not happen, but much will depend on geographers presenting a cogent case for the inclusion in 17-plus courses of a contribution based on their subject.

Within its general aim of involving teachers and lecturers in a reconsideration of the objectives, content and teaching methods of geography courses for the 16–19 age group, the Schools Council Curriculum Development Project, Geography 16–19 has provided a lead on how geographical education might contribute to pre-employment courses.

Earlier this year a group of Sheffield teachers addressed themselves to the question of how project-based work in geography might assist in satisfaction of the twelve core aims claimed in *A Basis for Choice* as being fundamental for the main body of studies at 17-plus. Each of the aims, and their attendant objectives, was examined by members of the group who then wrote a geographers' commentary alongside those items that they felt could be particularly well satisfied through modern geographical studies.

This exercise proved to be a significant step because it achieved a number of goals. Not least among these was the open recognition of geographical education as a contributor to courses which were not subject orientated, but which had their own set of aims and objectives determined by the intention of providing a broad based general education with a vocational bias.

In addition, the group's work helped to identify clear aspects of the core studies which fell within the province of geographical education. It also prepared the ground for further work in respect of teaching topics that might be chosen to form the fabric of the geographical contribution.

In this connexion, Geography 16–19 is shortly to publish a document, entitled *The Geographical Component of 17-plus Pre-Employment Courses*, which explores a procedure for the formulation of teaching strategies and the selection of suitable topics. It is largely based on the premise that the Mansell proposals, or at least the philosophy behind them, will effectively determine the complexion of a nationally validated 17-plus course when it finally arrives.

Indeed, these proposals have already provided the basis for the City and Guilds Certificate of Vocational Preparation (General), and it would seem that their influence is likely to be felt widely.

Within the Mansell framework, geographers can contribute in two basic ways. Initially, geographical studies can provide the medium for the outright attempted achievement of those core study objectives that the Sheffield teachers identified as falling within the discipline's province. On other occasions a geographical context could be used simply to help in the improvement of the students' personal skills and capacities.

However, on deeper examination, the approach to geography proposed by Geography 16–19 can be seen to provide opportunities beyond the sphere of the core studies. The project's approach, in brief, is characterized by emphasis on the examination of questions, issues and problems arising from the interrelationship of people with their environment.

For the purpose of geographical contributions to pre-employment courses, the examination of questions, issues and problems related to some of the circumstances surrounding the broad "environment" of employment, and the characteristics and demands of a working life, would seem to offer a most apposite plat-

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extra

The development and use of micro-computers in Geography

By David Walker

Unfortunately, teachers who are put off by the title of this piece are the very ones who would be surprised to learn that the microcomputer is the new technology solution to the new geography problem.

Formerly, geography teachers' greater concern was with places and peoples, but present study includes patterns and processes, data collection and analyses, decision making, problem solving and generalized theory building. These changes have been made with the best of intentions; but to say that they have not been welcomed by all teachers would be an understatement.

Teachers did not like the new geography because it involved more arithmetic and information collection, leaving no time for real thought. Computers, which had caused the problem by allowing the subject to develop along these lines, offered hope but used to be rare, expensive and difficult to use.

Microcomputers will change all this; suddenly the promised flood is turning into a reality. They are relatively cheap and getting cheaper, and they can present their results as pictures and diagrams as well as in print, which is a great improvement.

Realizing how important it is that the next generation should know about microcomputers, Government is supporting their introduction in schools; the £9m DES funded Micro-Electronic Education Programme is promoting the development of a wide range of new materials, a new regional advisory service and in-service training schemes, and the Department of Industry has subsidized the purchase of microcomputers for use in secondary schools.

Soon every school will have at least one, probably two and possibly a classroom full of microcomputers. additionally, they are being bought for use at home and will be heavily promoted by the BBC in a series of programmes starting in January, 1982.

Everyone will be able to use a microcomputer whenever it is relevant, so that it is time that geography teachers realized that there are many situations in geography where the machine can make a major contribution, remove the anguish of tedious calculations and promote basic computer skills in the same way that the subject currently does for numeracy, literacy and graphicacy.

The advantage of the microcomputer is that it can perform thousands, or millions of operations at very high speed and with total accuracy. Humans dislike this sort of work: it leads to boredom, inaccuracy and eventually rebellion, as many teachers notice when they introduced the new geography.

So the problem is to identify those aspects of geography which we are teaching, or would like to teach, that involve many tedious and low level operations which the computer could take over.

One school of thought suggests that microcomputers can take over the actual teaching work load usually by means of computer driven programmed learning; which was the style of early work in North America. This would mean having one computer for each pupil, which no longer seems impossible. However, it would involve every pupil following a course of study which has been designed down to the minutest detail and which therefore would be totally inflexible in use.

Since programmed learning can be presented in book form, the computer is merely being used to turn pages. The range of applications which seems to interest the geography teacher covers two broad types of use. One is the development of computer managed learning, where pupils can write the answers to a test, have it marked with a detailed report and recommendations for additional work given to them by the computer. The other is the use of the computer to aid the learning process itself by using it to undertake all the low level routine work allowing pupils to concentrate on formulating problems and on analysing results.

It can be used, for instance, as a system for information retrieval; searching through large files of data held on magnetic memory to allow pupils to develop an investigative style of learning. It is easy to set up a system on a microcomputer to search through a file of sizes and attributes of settlements so that pupils can investigate the critical size of settlement for the development of central place functions.

Combining information retrieval with graphic display a new development is a programme which will store information about urban land use for 400 grid squares to cover the built up area of a town. Information is stored in sufficient detail for pupils to be able to request the plotting of, say, pre-1914 terraced housing alone, then they can add to that pre-1914 shopping areas. Any one or any combination of over 100 land use categories can be plotted, so that patterns stand out clearly. This avoids the information overload which is so often a problem for younger pupils attempting to interpret a printed land use map.

Information retrieval exercises provide excellent training in search strategy, requiring pupils to think very clearly about the information that they require to test a hypothesis or to support a piece of descriptive writing, and provides an introduction to commercial information computer based retrieval systems such as PRESTEL.

Perhaps the most significant use of microcomputers for geographers is in the field of simulations, overcoming the problem that geography is a difficult subject to teach well. Our world consists of many interlocking and quite complex systems, minor changes in one will have widespread implications, yet it is not a mechanistic world.

At every point people make decisions, which are often based on incomplete knowledge. Traditional teaching is either superficial, ignoring the complexity, or idiographic, ignoring the generality.

A group of pupils can make the decisions which would be made by the Cabinet about foreign aid policy, or the decisions a farmer would make about crops, or a water authority about allowable pollution levels and in each case the computer would calculate the consequences and allow the pupils to take the decision making process further.

These simulations are the most popular of all the microcomputers used by geography teachers at the moment.

The second most common use is in the area of statistical calculations. Much of the resistance to the quantitative revolution would never have occurred if microcomputers had been widely available at the time. They now give the pupils and the teachers enough time to investigate the real significance of statistical measures, whereas before so much time was taken up with the calculation that there was no time left for thought.

The range of microcomputer applications in geography is growing fast and teachers are finding that programming in BASIC is not impossibly difficult. However, it is sensible to buy programmes for most applications, just as text-books are bought for the bulk of a course and supplemented by teacher produced handouts.

The Geographical Association Package Exchange has been supplying programmes for microcomputers for well over a year, micro versions of Schools' Council Computer in the Curriculum geography packages are now available and the major educational publishers are entering the market. Additionally, there are interesting experiments involving the transmission of programmes through PRESTEL and by broadcasting as in the trial in Tomorrow's World on December 3.

As geography teachers, we now have the technology, and we are accepting the responsibility to make good use of the microcomputer as an educational resource to the benefit of the subject. Additionally, our pupils will learn that the microcomputer is a useable tool to solve many problems of the type which they learn about in geography lessons.

David Walker is a senior lecturer in the Department of Geography Loughborough University.

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A Basis for Choice

continued

form from which to assemble the contribution.

By studying current matters relating to selected fields of employment, an understanding of broad and topical events influencing those fields can readily be imparted. Such work would constitute a valid point of entry into studies of a more vocational nature – particularly as a part of "investigating the technical historical, social, economic and organizational background of the chosen vocational sector", (Mansell Report, para 58).

For example, in the context of one industry perhaps, questions might be concerned with its changing character and status; issues with where it should locate and the effects of relocation; and problems with any adverse impacts on the environment and quality of life in, say, adjoining built up areas.

These three entities have only been separated for the purposes of illustration – together they promote a starting point, and hence lead to a relevant orientation of the subject matter within the general pre-employment ethos of the entire course. It is contended here that students can only stand to benefit from developing such a background picture of the employment or occupational fields in which they may eventually work.

Unfortunately, space does not permit further discussion of other opportunities opened up by this approach. Some schools and colleges associated with Geography 16-19 are currently introducing geographical contributions into their 17-plus courses, and there are many indications that this work is rapidly gathering momentum.

Geographers are gaining valuable early experience in this field, but it will be abundantly apparent to the reader, by now, that 17-plus is not a single subject undertaking. Geographers might also take the initiative in encouraging other disciplines to follow suit in considering the contribution they might make to education at 17-plus.

Clive R. Hart is Deputy Director of The Geography 16–19 Project.

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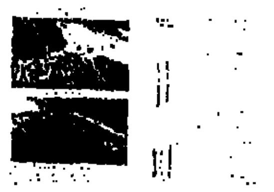

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Come rain, come shine

Philip Sauvain on Britain's weather

Dr Johnson once said that, "when two Englishmen meet, their first talk is of the weather", but an American, Ambrose Bierce, defined it as "a permanent topic of conversation among persons whom it does not interest, but who have inherited the tendency to chatter about it from naked arboreal ancestors whom it keenly concerned".

Further proof, that the British exercise no monopoly in grumbling about the weather, is seen in the American saying that, "Canada has a climate nine month's winter and three months late in the fall", or in Mark Twain's "If you don't like the weather in New England, just wait a few minutes".

Despite this, descriptions of British climate sometimes seem to regard the variability of the weather as if it were a peculiarly British characteristic. It is also taken as read that Britain's climate is "generally rainy and equable", "mild and temperate", "distinguished by prolonged rain and frequent fogs" and "summed up as one of mild winters, cool summers and rainfall at all times of the year".

It is idle to deny that these descriptions are true, if looked at in the broader perspective of world geography, but there is a danger that their blind acceptance can lead children to underplay the considerable climatic variations which exist within the regions of the British Isles. "Mild winters", "prolonged rain" and "frequent fogs" are distinctive characteristics of specific areas, but they have no general application.

Traditional summaries of Britain's climate tend to be dominated by a well-rooted obsession with the absence of striking differences in temperature from season to season or from region to region. This makes sense if the approach is casual but not if the concern is for effects. Very significant climatic variations do exist and even the relatively slight differences in temperature between the various parts of the British Isles take on a new meaning when translated from isotherms into lengths of growing season – varying as they do from about 45 weeks or more in the Scilly Isles to less than 25 weeks in central Scotland.

The frost-free period likewise varies from more than nine months in south-west Cornwall to less than three in the Grampians. On average there are 70 nights of frost each year in Cambridge, but only six in Holyhead.

It can be argued that temperature variation is less of an inconvenience to most people (excluding farmers) than other facets of the weather such as rainfall, fog, lack of sunshine and wind. "Prolonged rain" and "damp" are not very helpful descriptions of a climate where annual rainfall can vary from less than 500mm to over 5,000mm and its duration from under 500 hours to over 1,500.

Shoeburyness on the Essex coast has an average less than 500mm of rainfall per annum compared with more than four times as much (2,000mm) in settlements such as Grasmere in the Lake District, Fort William in the Scottish Highlands or Beddgelert in North Wales – to say nothing of the Cumbrian village of Seathwaite with over 3,000mm or the record 6,527mm at Sprinkling Tarn in Cumbria in 1954. These are extremes by any standards. Ambleside, for example, with about 1,900mm gets more rain on average than Calcutta (monsoon) or Manaos (equatorial forest) and Shoeburyness less than Winnipeg (continental) or Bulawayo (savanna).

Differences in the number of rain days (i.e. days with more than 0.25mm of rain) are much narrower, ranging from an extreme of 270 days in the North West Highlands of Scotland to 128 days in Margate – a 2 to 1 difference. Convert this instead to dry days – 95 to 237 – and the difference is even larger. In fact, the concept of the rain day can be misleading since 0.25mm could fall in five minutes as a shower or take nearly an hour to drizzle. In 1951 Keswick's 1,750mm of rain fell in 1,338 hours on 224 rain days. Contrast this in the same year with Nottingham's 815mm of rain which fell in 457 hours on 181 rain days.

These are very real differences and not just statistical oddities. As one who has lived for several years in both the Lake District and in Suffolk (under 600mm) I can assure non-believers that subjectively the differences in rainfall are very noticeable indeed! For instance it is not usually necessary to wash a car in the Lake District, nor do people shop in wellington boots in Suffolk.

Putting a price on weather differences like these is not impossible. A Northumberland farmer, of my acquaintance, compared notes with a Suffolk farmer after the barley harvest. The Suffolk farmer had sold his barley straight off the combine but the Northumberland farmer had had to dry his barley in a corn drier, since its moisture content was above the permitted maximum of 16 per cent: He estimated that it cost over £500 in fuel oil to dry the corn; the premium paid for growing barley in Northumberland.

Similar differences in many other aspects of the weather are also worth emphasizing. Sunshine can vary from 926 sun hours on Loch Ness to 1,840 on the Isle of Wight. Arnold Tinn in *This Weather of Ours* (1946) highlighted many other interesting weather contrasts. He showed that days with snow lying on the ground could vary from 64 at Dalwhinnie in Scotland to five hours at Newquay in Cornwall. Visibility in those pre-Clean Air Act days ranged from 81 days of fog in Nottingham to two in Llandudno. Other extremes included 1,880 hours of strong winds in Stornoway compared with a mere 55 hours in London, and about 20 days of thunder in Wakefield but only one in Lerwick.

Most people would agree that these aspects of the weather can be more incommoding than differences in temperature per se. Apart from the obvious travel hazards in fog, snow, wind and rain there is also the sheer inconvenience of getting wet or the medical effects. G. Melvyn Howe in his *Man, Environment and Disease in Britain* (1972) suggested that "fog is the one weather condition in Britain which is undoubtedly and specifically responsible for an increase in morbidity and mortality" and he also drew attention to "the close correlation between the number of suicides and the passage of a front".

No less real as an aspect of climate, but immeasurably more difficult to quantify, is the energizing quality in climate, used so brilliantly in the Edwardian slogan "Skegness is so bracing!" It would be unfair, perhaps, to list places in Britain at the other extreme which could equally well be described under the slogan "X is so enervating!" but it has been argued that since bracing climates are not conducive to relaxation they are probably unsuitable for the tired and jaded holidaymaker!

The river Rothay in flood at Rydal in the Lake District.

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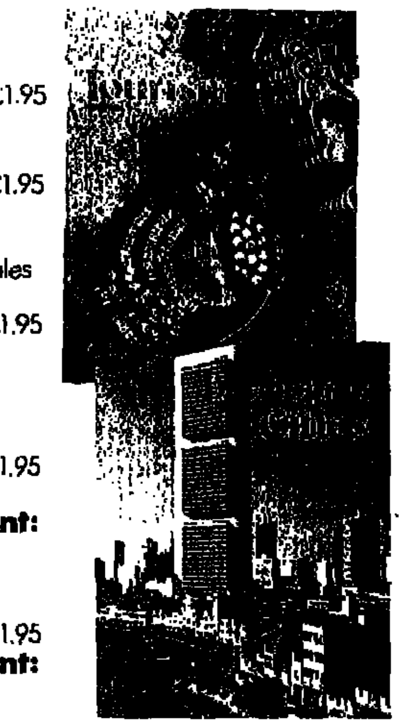

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Hot lands in a cold climate

Topics and resources for Third World teaching. By David Wright

How quickly the climate changes! Less than three years ago, it was possible to write in *The TES* about the glowing future for Development Education, the substantial funding that the Ministry of Overseas Development was providing, and the numerous interesting projects that were being launched. Now the Development Education Fund and the Ministry itself are no more. The cuts in this area are total, and the projects are rapidly coming to an end.

And yet, how little really changes. Most schools did not benefit directly from the Development Education Fund, nor have classrooms ever enjoyed a golden age: resources have always been too few and too old. Resourcefulness, rather than resources, has always been the major characteristic of geography teaching. We are already experts in making the best use of limited resources. To ensure that this article is down-to-earth and up-to-date, every suggestion costs approximately zero.

Even so, we must not condone the cuts. We cannot build international understanding on outdated and faded images of other countries. The message that geography needs money for up-to-date resources needs stating firmly and clearly.

It is most encouraging that the aims of education proposed by the Department of Education in *The School Curriculum* (1981) give more emphasis to the "world dimension" than to any other theme. In fact, four out of the six aims make specific reference to the wider world.

Further evidence of the growing importance of the "world dimension" is seen in the setting up of the Standing Conference on Education for International Understanding, and the establishment of the *World Studies Journal*.

These items may not make much impact on most schools, but their existence nevertheless indicates that the theme of this paper is no longer a minority interest. We are in line with important movements of wider significance than the geography curriculum alone.

NEGLECTED TOPICS

Any suggestion of neclected topics is liable to bring accusations of further overloading of the syllabus, and of offering too much content. Nevertheless, the following topics seem to get very little attention: it is for individual schools to decide whether or not other items can be discarded, to provide room for them.

1. Neglected environments: Semi-Desert and Mountains

Semi-deserts are of far greater importance to mankind than are deserts, because far more people live in these areas. The areas also offer interesting examples of alternative strategies for development, and of contrasting life styles. The Sahel is one example, but there are many others. Traditionally, deserts have been studied thoroughly, and semi-deserts ignored.

Mountain areas are in the news because of Afghanistan, but there are many other areas in the Third World with very cold winters. Yet many pupils leave school assuming that the Third World is always hot!

2. Neglected areas: South East Asia and the West Indies

We cannot "do" everywhere, but surely these two neglected areas deserve some attention? They are completely ignored in many schools. South East Asia has a population of hundreds of millions; to ignore them implies that those people are of less value and importance than others – hardly a good basis for international understanding! The West Indies, while having far fewer people, is studied by English and history teachers committed to multi-ethnic education; geographers could cooperate with, and greatly enrich, such studies.

3. Neglected themes: New Development Strategies

The central idea of the New International Economic Order is not too difficult to grasp: the question of the relative prices for raw materials and manufactured goods certainly needs considering, even if NIEO remains a dream.

The emphasis on a Basic Needs approach to development is a very valuable item for any curriculum, because it fits pupils' conceptual abilities better than the "big project" approach that was previously in favour both in development projects and in geography textbooks. Teachers can get pupils to focus on the main needs of a village, and to consider how these needs can be met in alternative inexpensive ways.

4. Neglected elements of Third World Economies

Tourism in the Third World is of growing importance and it is a particularly interesting theme to tackle both because of the positive images of Third World countries that it creates, and because of the interesting – and unresolved – issues it raises. It also has the advantage of free, colourful resources in the form of tourist-brochures. Pupils can analyse the "slanted" nature of the data without undue difficulty.

Labour-intensive industrialization, using "cheap" labour for activities as varied as computer or television assembly at one extreme and stitching baseballs at the other, seems to be a major theme in some Third World countries. This raises interesting questions on whether it is development or exploitation, and also focuses on whether such development is really the "threat" to British industry that some newspapers suggest.

The "informal sector" of the economy is an important element of third world cities. This has reached some A level syllabuses, but the idea is not too difficult for younger pupils to grasp.

RESOURCES

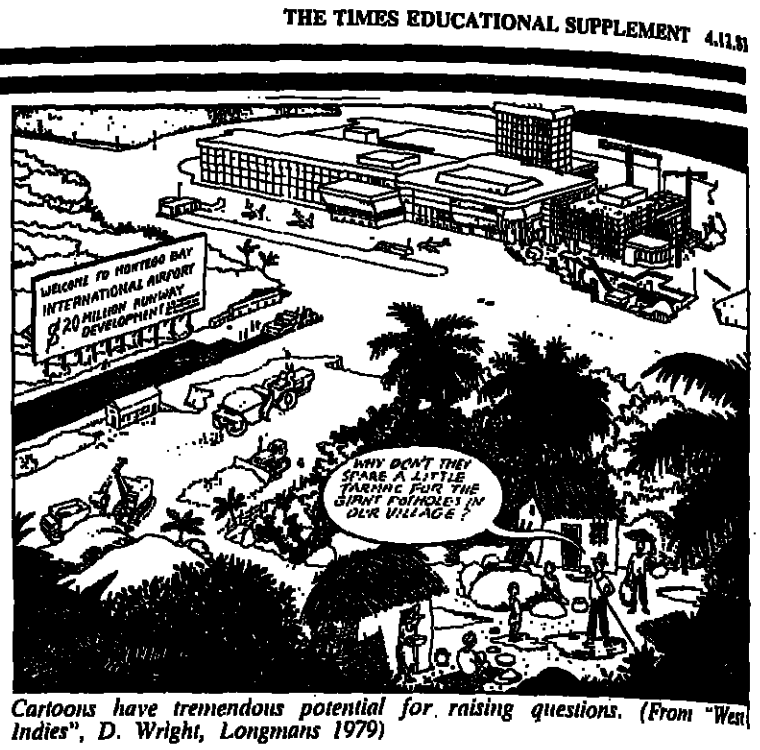
This section seeks to identify certain resources that could be used more widely: a complete review of resources is clearly impossible.

1. The complete range of *textbooks* published in the 1970s have been analysed by the CWDE Geography Study Action group, and its findings published in a booklet entitled *The Changing World and Geography*, (ed. M. Storm 1980). This booklet makes selection much less difficult than hitherto. In addition, old textbooks, lying out-of-use in the geography store, can be given a new usefulness by inviting pupils to identify changes that have occured since they were published.

2. *Television programmes*, though fewer than one would hope, have improved out of all recognition. The five BBC "Ghana" programmes were widely welcomed. The "Brazil" programmes offer an excellent up to date treatment of an area that deserves to be studied more, and develops themes of relevance to many parts of the Third World. The "Deserts" programme in the "Near and Far" series, although designed for pupils aged 10 to 12, seems excellent for pupils of all ages. Radio programmes have also been to the forefront in highlighting new developments; the Radiovision programme on "Fuel for the Third World" seems particularly helpful in highlighting current issues in a clear and interesting manner.

3. *Pictures*: Drawings of "My Village" by African pupils seem to have tremendous potential for developing empathy and understanding, particularly if UK pupils can exchange letters with pupils in the Third World. A set of pictures from Zambia with accompanying writing, has been laminated for use with student-teachers in Norwich, and warmly welcomed by students and pupils. They have a personal sense of immediacy and realism, and convey an image of pride in one's community, plus hard work by the people portrayed. More schools should seriously consider "twinning" links, e.g. via the Commonwealth Linking Trust (124 Belgrave Road, London S.W.1.) which would permit exchange of materials.

Cartoons: These have tremendous potential for raising questions, and deserve to be more widely used in geography; historians have been making good use of cartoons for years.



Cartoons have tremendous potential for raising questions. (From "West Indies", D. Wright, Longmans 1979)

4. *The Local Environment*: This is, paradoxically, a major source of resources. The tropical hardwood that is being removed from the forest becomes much more meaningful if there is a specimen in the classroom! (off-cuts from a double-glazing firm were being sold as firewood in Norwich recently). "Peanuts" are in fact groundnuts from the savanna, and budgie food includes millet from the same area – but pupils will not make the connexions unless a lead is given. We know that "concrete" items make more sense than abstract concepts, at least as a starting point: these concrete links need finding.

5. *Artefacts*: The "handling" lesson was in vogue in the interwar years, but the validity of the idea has not departed. The "India Alive" project directed by Tony Tigwell offered an imaginative approach to using a great variety of actual resources in middle schools. The ideas seem equally valuable for secondary schools.

6. *Visits*: Only a small minority of pupils will ever visit the Third World – though there are an increasing number of reports of successful visits. More opportunities for teachers and student-teachers to visit the Third World seem to be a priority, even though the abolition of the government Development Education Fund is a major obstacle to this idea. The renewed interest in teacher-visits shown by the Commonwealth Institute and the Geographical Association is therefore very welcome.

7. *Specimen Lessons*: It is extraordinarily difficult to discover how the Third World is taught. To remedy this gap, CWDE plans to publish a booklet entitled *Lessons on World Developments*, with examples of actual lessons. Unfortunately, the books for teachers about geography teaching in secondary schools all omit this vital topic.

David R. Wright is a lecturer in the School of Education, University of East Anglia, Norwich. This article is based on part of his address to a Geographical Association conference on "Geography and International Understanding".

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Looking back with clarity

Tom Corfe on two well-known series

Then and There series. General Editor, Marjorie Reeves.
Longman 60p to 85p each.
The Way it Was. Series Editor, Brian Chaplin. The New World of the Renaissance (four books). The Sixteenth Century: Conflict and Expansion (four books).
Chambers £1.50 each book.

Current hardships hit schoolbook series as they do schoolteachers. Some bright young hopefuls will never now reach the classroom; some vigorous beginners are cut off as the first flush of enthusiasm encounters grim realities; and some old stagers are prematurely retired. Fortunately some of the oldest and toughest soldier on, and *Then and There*, a reliable stand-by for well over a quarter of a century, comes into that category.

These little books may wear a slightly old-fashioned look, but many would regard that as a positive asset. The formula is sound and unpretentious: a good, plain read, introducing far-off times through outstanding individuals or incidents, with inconspicuous aids like glossary, index and "How do we know?"

Personalities and drama are generally played down, and nowhere is this more surprising than in E. G. Powers' **Easter Rising and Irish Independence.** It is a relief to find heroes and martyrs for once left out of Irish history, yet it is not easy to understand the issues without the men and ideas behind them. Personality makes a cursory appearance in David Sylvester's **Napoleon and the French Empire**, where a sketchy biography speedily gives place to a vivid survey of army, government and society. Personality inevitably keeps bursting in, all rampaging two-and-a-bit metres of it, throughout W. K. Ritchie's **Russia under Peter the Great**, while his pathetically inadequate descendants play their parts against a vividly described background in Heather Cubitt's **Russia under the last Tsar.** A. D. Cameron's **Thomas Telford and the Transport Revolution** has a somewhat colourless personality to draw together its tales of technological achievement.

John and Gwenneth Stokes, in their praiseworthy attempt to tell a "story full of mistakes on both sides", **Barbarians in Peking**, present a gallery of highly intriguing personalities from the two very different worlds of Imperial China and the British adventurers and diplomats who invaded it. Familiar drama surrounds the youthful Richard II in Mary Price's **The Peasants' Revolt**, highlighting the problems of worker and ruler. Finally, Alison Grant's **Bristol and the Sugar Trade**, a little masterpiece in its effective use of primary material, endows city mansion, Jamaican planation, and the little merchant vessel that linked them with plenty of personality.

The Way it Was is a mere probationer beside the senior series, but lusty vigour and a torrent of titles over the past five years have not saved it from being halted, at least temporarily, in its stride. The last two units to appear demonstrate its strengths and weaknesses.

Brian Chaplin offers sturdy booklets in colourful covers, with substantial text and lively approach. The syllabus is conventional Britain-and-Europe, in "era" units; yet the selection of topics in these units limits their usefulness as class texts. Each presents, very ably, a quartet of peripheral views; each lacks a core.

Thus Judith Hook's excellent **Renaissance Prince: Federico di Montefeltro** (an unusual form of the name?) is a valuable peg for many great themes: education, humanism, princecraft, warfare, artistic preoccupations and techniques. But its relegation to the sidelines of the Medici, Leonardo and Machiavelli is both daring and disconcerting.

Equally stimulating and surprising is Norman Scarfe's perspective in **Erasmus the Wise and his Friends.** That scholarly life, the travelling and talking and incessant letter-writing, are skilfully presented as an attractive, wide-ranging tale. Just as an afterthought "the Wrong Reformation" is thrown in, and though the far-flung effects of that offstage explosion ripple throughout both units we never examine the Lutheran upheaval in its own right. Paul Fincham, in **The Dudley Family and the Tudors** introduces our most formidable monarchs from the worm's eye viewpoint of their tax-gathering, toadying, ambitious, pampered, persecuted minions; while Margaret Hearing's mistitled **Changing World of the Later Middle Ages** deals mainly with the allegedly static society of peasant, priest and noble. "Changes" are relegated to a rather ham-fisted final chapter where "a monk called Copernicus studied the stars by means of a telescope" and people "had new houses built to look like Greek temples."

The second unit has another odd but interesting selection. First prize for sheer gusto goes to Brian Rawlinson for the purple prose of **Walter Ralegh**, "tall, handsome and muscular. His grey, piercing eyes were set in a tanned face . . . everything about him showed energy, vitality, confidence and ambition." This magnificent "last Elizabethan" is our escort through a fair cross-section of Merrie England. David Hopkinson's **William the Silent** ranges more soberly over much European history from a rather neglected period, while Susan Yaxley's **Tudor Home Life** is well organized and vivid, centred round a clearly defined Norfolk household of Henry VIII's day. **Cavendish, an Elizabethan Hero,** in Ann Watson's well-told tale of the sea, is an unexpected young man to meet in place of the familiar sea-dogs.

Good though these booklets are, they add up to an uneven and incomplete view. In another respect they fail to meet editorial claims. "Documentary evidence, both visual and written, is used with maximum impact," we are told, "Pupils are encouraged to examine all evidence critically . . ." Impact maybe, with upwards of 70 assorted pictures crowding each booklet. Often they are pushed into margins, so muddy and minute as to obscure useful detail; and at least 20 from each volume (50 from some) we could do better without. Sources and dates are rarely indicated, so we have no clue to reliability. Clearly (with honourable exceptions in *Federico* and *Ralegh*) we are not meant to regard these pictures as anything more than decorations.

The time may come when *The Way it Was* can complete its interesting career, and perhaps learn a little from its mistakes. What it has to offer now is good. What may eventually return should be better.

Jini, in traditional Welsh costume, is the subject of one of the verses in a unique collection of Welsh nursery rhymes, Llyfr Hwiangerddi y Dref Wen, edited by John Gilbert Evans (Gwasg y Dref Wen, 28 Church Road, Whitchurch, Cardiff, £5.95). There are numerous pleasant illustrations, some in colour, by Jenny Williams. A must for all those interested in Welsh culture. A Welsh Advent calendar is also available at 50p from USPG House, 15 Tufton Street, Westminster, London SW1. English, other languages and Braille versions also available.

Imaginative leap into the past

Documents and Questions: 1. British History 1760–1815. 2. British History 1815–1914. 3. British History 1914–1980. By Peter Lane.
John Murray. 1 £1.95. 0 7195 3774 6. 2 £2.25. 3775 4. 3 £1.95. 3776 2.

The aim of this series, designed for candidates studying for the 16-plus examinations, is to "encourage the development of historical skills and to help the student prepare for the document-based questions on the examination paper". Historical skills are heard much of at the moment and a claim to concern for them in history teaching now is a claim to methodological respectability. Perhaps it is worth asking what historical skills are, and whether answering comprehension questions triggered by such stimulus material as documents, cartoons, tables, maps and graphs can really help students to acquire them. Evaluating evidence is a historical skill, but with only one or two sources on each topic and little information about the possible motives and prejudices of their authors, there's not much opportunity for developing this one. Another historical skill might be described as the ability to attempt an empathetic reconstruction and interpretation of the past.

This might seem a tall order for the 15 or 16 year old, but nevertheless this is where *Documents and Questions* can perhaps be helpful. Reading Tom Paine on rotten boroughs, Lambert and Beales' memoirs of the unemployed in the thirties, even newspaper comment on Mountbatten's murder in 1979, can provide the immediacy needed to make the imaginative leap into the hearts and minds of the people of the past, and the evidence to help to explain their actions. The selection is a good one, too, many of the documents quite different from the standards which have become all too familiar as books like these proliferate.

The examination candidate might well yearn for more writers like Lord Palmerston, whom it is hard to believe was not writing with posterity and O level in mind; he helpfully answers everything an examiner could conceivably ask. What was the point of his quadruple alliance? It would "serve as a powerful counterpoise to the Holy Alliance of the east". What would be the effect of the decay of the Turkish Empire on Britain? "It would affect the interests of her trade and East Indian possessions." What was his guiding rule in foreign policy? "Our guiding rule is to promote and advance the interests of the country to which we have the good fortune to belong".

Although not all the sources show this publicity-conscious clarity, most of them seem interesting. This stimulus material really could stimulate, and maybe develop some historical skills as well, whilst giving practical help and experience for examinations.

Jessica Saraga

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This 24-page pocket-sized booklet is either a naughty parody of the work of the ILEA Educational Technology Advisory Team or a damning criticism of that authority's English teachers. Certainly there are enough statements like those quoted above to suggest that someone is having fun at the expense of education technologists. This view is reinforced by the almost identical pages at the back of the booklet, empty save for headings such as 'Main body of notes' or 'Main body of notes'. (The student is asked to select the one that he or she finds the most suitable.)

However, bearing in mind the findings of the recent Schools Council report *Information Skills in the Secondary School* which suggested that many examination pupils "can't make notes, can't organize their learning, can't write essays or reports – in fact can't study", then maybe it is a genuine publication.

Certainly it contains much useful advice on how to organize private study time, how to read a text, how to be selective when note-making and how you can find things out from a library. Certainly at 10p (or even 15p) it is cheap enough, but just what are secondary English departments up to if schools need to supply these booklets to examination candidates? The fact that 23,000 copies have already been sold is presumably a fact to be kept safely away from the reactionary press.

David Self

The **Kathleen Fidler Award** for writers of fiction for children aged eight to 12 will be awarded for the second time next year. Manuscripts should reach the National Book League, Scotland by March 31. Blackie, sponsors of the award, with NBL, Scotland, will have first option to publish and there will be a cash prize of £500. Entries to Kathleen Fidler Award, c/o NBL Scotland, 15A Lynedoch Street, Glasgow G3 6EF.

Children's literature

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Thames/Methuen £3.95. 0 423 00030 6.

The spiralling price of good picture books makes it a wonder that anyone can find the cash for what often amounts to a good ten minute read. "Joys for ever" they may be – if they don't break the piggy bank first. So the good old *Reader's Digest* mentality that purchases authors in bulk will always feature in the minds of teachers, librarians and parents who are anxious to get a good deal.

But something is bound to be lost the moment you weigh out stories by the yard. The "dipping in" quality of each of these books means that many of the tales will not be read – but much more important is the loss of individuality in each story. In less good editions a bland mediocrity can drag the most exciting bits of writing down the drain. Treasuries are not designed to be read from cover to cover, but the thought sometimes occurs, are they read at all? Or rather, like the coffee table book, are they better for their looks than for what they contain?

Frank and Polly Muir's 'Big Dipper' is in fact a real tonic. First and foremost, it looks fun to read. All the illustrations are sharply defined and the sections are supremely individual. The editors have struck upon the sane idea of defining each cartoon or story or poem with a different coloured page border. The artwork of each one is highly distinctive and the quality of writing is high. Artist's originals are so often ignored in favour of anaemic "Treasury Style". Not here. Quentin Blake, Faith Jaques and Bill Tidy all feature large as life. The work is all original and includes Michael Bond (with Olga the Hamster), Aidan Chambers and celebrity numbers from Ralph Richardson, Hugh Casson and Spike Milligan. Topics range from toy tales to aeroplanes and motorbikes and not everything will suit every age. But the one major quality which this book has is an encouragement to go on dipping.

The *Treasury of Bedtime Stories* falls into some of the pits already mentioned. The colour is a kind of garish wash and few of the pictures are really attractive. Hilda Offen seems to specialize in the art of watered down grotesque. However, it is a useful collection of standard fairybook fare. A smattering of Brothers Grimm, Hans Andersen and Legend are matched with a nod at modernity: Alison Uttley, Joan Aiken and Margaret Mahy make one offering each. There is a useful guide in the index telling anxious parents how long each tale will take.

Cash – or the lack of it – no doubt accounts for the lack of colour on so many pages of *The Illustrated Treasury of Humour for Children*; a factor which is bound to put purchasers off.

Content is quite unexceptionable, though heavily weighed towards trusty classics. There's a lot of good nonsense rhyme, but why do Strewel Peter and Augustus look for all the world as if they were creations of *Beano*? Cut out distinctive illustrations and more than half the impact goes. Not surprisingly, less well known authors suffer less and we might have done with more of them and less playing safe. No doubt the *Rainbow Storybook* will have a ready market. This collection of animal tales comes from the television series; and it is very palatable, if never quite outstanding. One gets the feeling that stories written for television presentation work less well on the page. But I enjoyed Nicola Smee's muddled monkeys and her chaotic flying dragons.

Peter Fanning

The Brainwave Awards 1981

A competition to encourage the inventiveness of teachers

The Brainwave competition, as Stuart Maclure, Editor of the *TES*, said at the presentation of prizes this week, was set up as a means of giving recognition to the inventiveness of individual teachers, and hopefully as a way of introducing new ideas into schools based directly on classroom experience. It will be held again next year and probably in subsequent years. It was sponsored by *The TES* and Hestair Hope, the education equipment manufacturers, who have agreed to produce and market any of the entries which they feel are commercially viable. These may not necessarily be the winners.

Teachers were asked to submit ideas for an aid that was original and would solve a defined problem in the classroom. We emphasized the virtues of simplicity; the maths balance and the non-spill water pot are two extremely simple ideas which have improved life immensely for the teacher.

The competition was organized in seven categories: pre-school, mathematics, music, aids for the handicapped, environmental studies, craft and science. A first and second prize were given in each category, and from the winners of the categories an overall winner was chosen.

The response was good: over 500 entries, but there was a considerable variation between categories. To our surprise the mathematics category attracted 40 per cent of the entry while the music and craft sections were very undersubscribed.

The quality of entries, as was expected, was very variable. Typical comments from judges in the early stages of the competition were: "plenty of ingenious devices for getting across nineteenth century ideas" and "a lot of complex solutions to simple problems".

Many teachers had not developed their ideas fully and judges often drew attention to brainwaves which had more potential than their inventors realized. However, there were easily enough imaginative contributions to award prizes in each category.

Was the high mathematics entry because new methods are forcing teachers to design new aids? Are mathematics teachers being stimulated by the technological innovations which are often first introduced into their subject areas?

Unfortunately there was little evidence to support either of these hypotheses. The judges were disappointed to find that very few indeed of the entries had to do with computers or calculators. The majority were demonstration aids rather than materials children can work with, which is perhaps a reflection on the amount of pupil-oriented aids now being marketed.

However, the avalanche of entries does point to a strong concern among mathematics teachers and in particular primary maths teachers to use aids to get across abstract mathematical ideas and there emerged a good proportion of clever, original brainwaves.

Two small areas of mathematics attracted a lot of entries. Teachers are apparently looking for aids to illustrate the use of protractors and also to teach about the decimal point. Two of the many ideas for the teaching about protractors won prizes. The decimal point problem is still in search of a solution.

The aids for the handicapped category had the second largest entry, which suggests inventiveness in an area where there is great scope, and which is barely touched on by manufacturers of educational aids.

The judges' main criticism was that many of the ideas had been too hastily drawn up and not sufficiently well developed. They would have liked to have seen evidence that the inventions had been tried out in the classroom before submission.

Moreover many of the entries were environmental aids and not necessarily to do with education. Most teachers had concentrated on physical handicap rather than ESN or sensory disabilities.

The science judges also commented that many ideas were not sufficiently well developed; many, they said, were tantalisingly interesting but sketchily described.

The craft section attracted a mass of simple very bright ideas with perhaps not enough general application to merit prizes. For example Ian Orry of Colshaw C P, Wilmslow, Cheshire, suggested three exact shades of the primary colours from which it would, he claimed, be possible to make all other colours. These could be sold as packages.

Mr D. B. Williams, Oak Green C M School Aylesbury, Bucks wanted white felt tipped pens for use on coloured paper and labelling to be manufactured. He also suggested mini foam paint rollers. Heavy card shears were an idea from Alan F. Rulter of Yewdale Primary School, Carlisle, and a wall-mounted liquid paint dispenser was the brainwave of Sonia Carmichael, a seconded teacher at the University of Glasgow.

The chief criticism of the music judges was that there was no actual sound – no cassettes or instruments – among the music entries. "Too many crochets and quavers on bits of card", was the comment of one judge and another lamented the fact that it was as though the "idea of sound didn't come into people's thinking at all, teachers were just trying to teach the language" through notational games and other ideas.

Perhaps the most disappointed judges were those in the pre-school section, who felt that the work they had seen in schools designed by teachers was far better than that sent into the competition. It is ironic therefore that the overall winner, a beautiful idea from Richard Hobbs, should be from this category.

The competition as a whole revealed an immense inventiveness among teachers but suggested that school inventors could take more notice of technological developments. It is sad that there was so little to do with computers.

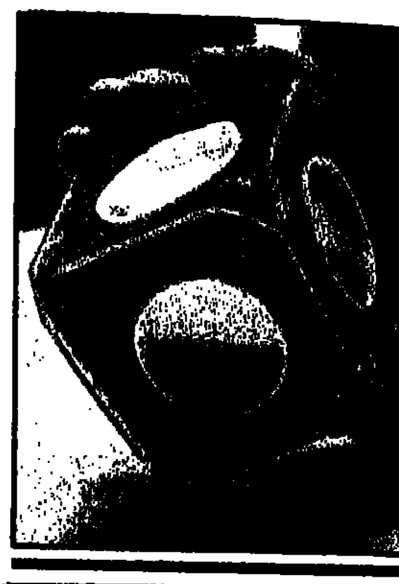
A very general criticism was that a lot of the entries were old-fashioned, often trying to tackle a problem which the judges considered no longer existed. In addition many of the aids applied themselves to resource or staff management problems which could only be met in terms of resource or staff management solutions.

Educational aids can make a significant difference to classroom life and teachers are in the best position to recognize and invent solutions. We hope that next year's competition will attract a higher proportion of first class ideas.

For details of the prizes see front page.

Carolyn O'Grady

OVERALL WINNER 1st Prize in pre-school category



Movable Point Dice

The winner of the Brainwave award was **Richard Hobbs**, Head of North Lancing First and Middle School, Lancing, W. Sussex. Sadly, Mr Hobbs died before the results were announced.

The dice has transparent surfaces and small movable pieces on each face rather than dots. The judges felt that it was an ingenious and effective device for getting across simple ideas about numbers in nursery schools and also in primary schools. It could also be used as a pre-school tactile aid.

PRE-SCHOOL

Runner-up

Named Colour Pencils

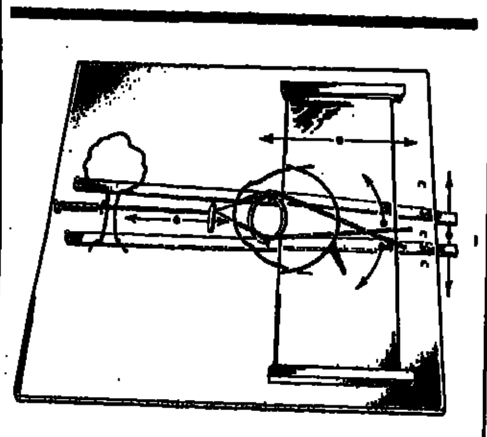
Hilary Clegg

Balidon House School,
Yeovil, Somerset.

Mrs Clegg's simple, ingenious idea is to write the colour of a pencil on it. This helps the child learn to read colours. Exercises could be set, for example a drawing might be given to pupils with the colours written on it for the child to colour in.

SCIENCE

1st Prize



Working Eye Model

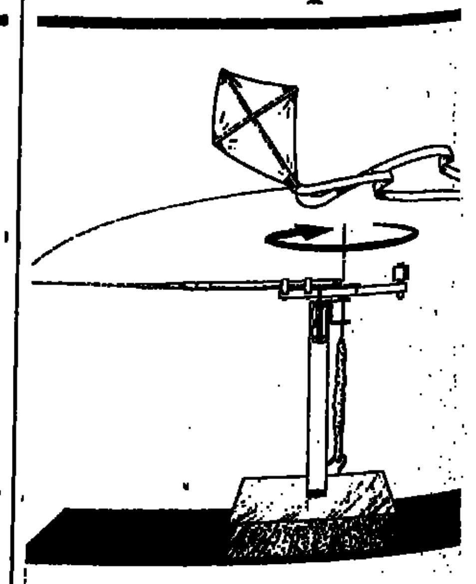
John Whitehead

Inverkeithing High School, Fife.

This apparatus represents the passage of light rays through normal or defective eyes. By sliding a small ring along the nylon strings the cross-over point of the bars can be made to move to different positions. There is also a panel to enable the shape of the eye to be varied.

The judges described the model as "a very simple and elegant solution to a difficult teaching problem. Most eye models show only one variable whereas this incorporates three. If used in conjunction with an overhead projector all the class can see it at once".

Runner-up



Kite Flying Machine

Keith Geary

Froebel Institute College,
Roehampton Lane, London.

This novel idea which includes a kit to make the kites the judges felt would be great fun to use while providing insights in an area of science which can be difficult to illustrate. It is possible to study the effect of moving the position of the towing line attachment, the effect of changing the length of the tail and of removing part of the tissue surface.

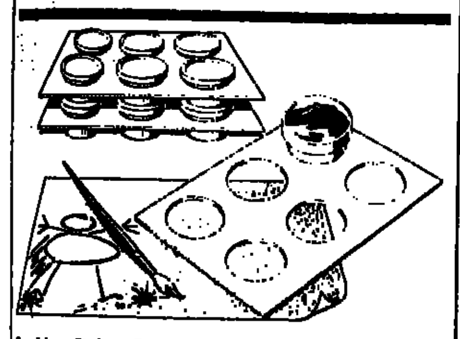
Judges

The finals judges of the Brainwave competition were:

Chairman:
Dudley **Fiske**, Chief Education Officer, Manchester
James **Scotland**, Principal of Aberdeen College of Education
Norman **Thomas**, former Chief Inspector for Primary Schools, D.E.S.
Carolyn **O'Grady**, of The Times Educational Supplement
Michael **Wright**, Marketing Manager, Hestair Hope

CRAFT

1st Prize



Stacking Paint Containers

Barbara Hughes

Springfield Junior School,
Rowley Regis, Warley,
W. Midlands

Storing and transporting materials is a major problem in craft lessons as is the avoidance of mess and spills. Ms Hughes' idea is to do with paint containers and she has come up with a remarkably ingenious solution: layers of boards which keep the containers stable and enable them to be easily transported six at a time. The boards themselves can be easily stacked and take up almost no space.

Runner-up

Snap, Buckle and Zip

Gillian Saunders

Cogan Primary School,
South Glamorgan.

This is a set of cards each with a picture on it including a real zip, buckle, popper and shoelace which the child can do up. A clever device for helping children achieve these basic skills.

MUSIC

1st Prize

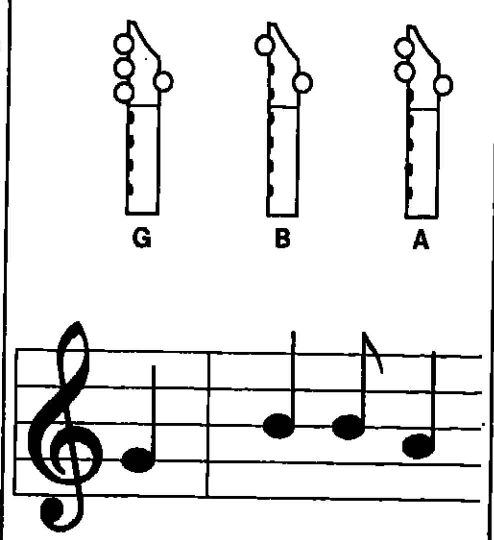
OHP Stave Device

Joy Guy

Harbinger J M and I,
Cahirst, London

A supremely simple device which could make life very much easier for music teachers: a stencil for drawing staves which can be used with overhead projectors or with masters for spirit duplication.

Runner-up



Fingering Pattern Stamps

Peter Smith

Blacklands CPS, Osborne Close,
Hastings

This is a boxed set of rubber stamps depicting the fingering on various instruments, for example a descant recorder, which can be stamped above the musical notation. The same method could be used with other instruments notably for printing chord charts for guitars.

AIDS FOR THE HANDICAPPED

1st Prize

Pencil Holder

Catriona Collins

George Watson's College, Edinburgh

This pencil is designed to help children with tremors, a degree of spasticity or dysgraphia achieve control in writing. The judges considered it a strong idea that was nicely worked out and researched.

Runner-up

Letter-Writing Frames

Jocelyn Paul

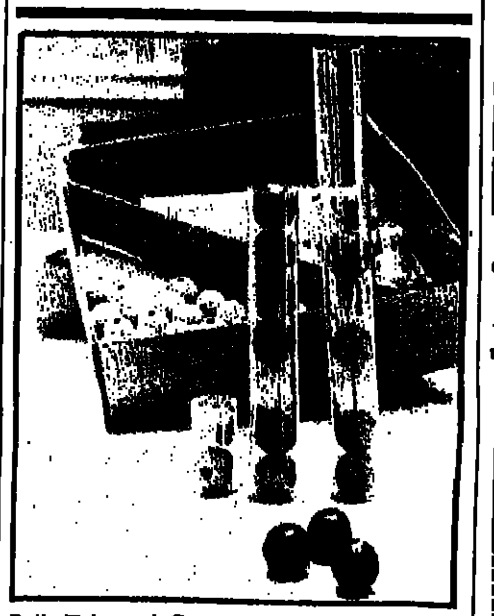
Fawcett Infant School,
Cambridge

This is a device to help children with hand tremors, motor disabilities affecting the hand or who otherwise have difficulty in writing. Ms Paul suggests a rectangular frame for each letter, containing a piece of plastic with a slot cut out in the form of the letter, so that the child's pencil can move along it.

This idea differs from similar apparatus already marketed in that the frames and slots are the correct relative sizes enabling words to be written with the correct space between and on an imaginary line. The frames should be made of transparent plastic to allow the child to see letters already written and each frame would have a coloured or raised dot to show where writing begins.

MATHEMATICS

Joint 1st Prize



Ball, Tube and Groove

Terence Rankin

Plodder Lane CP School,
Farnworth, Bolton

This apparatus for teaching basic number theory uses balls placed in tubes and grooves. It has many applications, even more, the judges thought, than were described by Mr Rankin.

Joint 1st Prize

Multi-purpose Protractor

Robert Hope

Jedburgh Grammar School, Rox.

A combined ruler, 45° set square and protractor which enables a multitude of exercises. A versatile and ingeious device, said the judges.

Joint 1st Prize

Protractor Blanks

Frank Tapson

Dawlish School, Exeter.

This was one of the two mathematics prize winners seeking a solution to the difficulties of using and teaching about protractors. Mr Tapson suggested a set of blank protractors. These force the user into centring and considering from where the count shall start.

Special mention

Maths Games

Mavis Westbrook

Woodhill J M and I,
Woolwich, London

Ms Westbrook has devised a number of mathematical games including a "Bingo style" game with cars and a board; one to teach number bonds of ten and another to encourage the manipulation of numbers and the relationship of + and ×.

ENVIRONMENTAL STUDIES

1st Prize

Astrovu

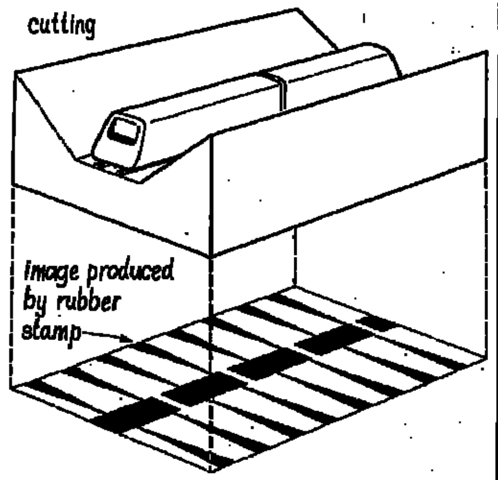
John Viner

Throwley CE Primary School, Faversham.

This is an unusual device in an area with few audio-visual aids which aren't exceedingly expensive.

The Astrovu looks like a telescope. Cards with pin pricks in them to represent the star constellations are slotted in at the end of the tube and the pupils look through the telescope at the stars.

Runner-up



Map Models

Frances Ball

Wembworthy Centre (Field Studies),
Chumleigh, Devon.

This is a set of rubber stamps in the form of plastic building, trees, sections of road and railway which show the outline of these items as they are given on large scale maps. Paper and an ink pad are also supplied. The device would be very useful in helping children acquire a feel for map information.

Runner-up

Plate Tectonics Model

Peter Perkins

Diss High School,
Norfolk.

This device demonstrates "thee process of sea floor speading together with the varying thicknesses of sea floor sediments and the symmetry of magnetic stripes resulting from the reversal of the polarity of the earth's magnetic field."

The model uses pieces of wood, slats, sheets of card and tape to represent the structures.

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Nursery Education

Headships

CAMBRIDGESHIRE

CAMBRIDGE AREA
COLLEGES NURSERY SCHOOL
Cambridge
Applications are invited for the HEADSHIP of this Group 1 school to commence at Easter.
Application forms and details from Senior Area Education Officer, Shire Hall, Cambridge, CB3 0AP (s.a.e. please) returnable by 21st December 1981. (32157) 100010

SALFORD

CITY OF SALFORD
EDUCTION DEPARTMENT
HIGH BANK NURSERY SCHOOL
Birch Drive, Pendlebury, Swinton, M27 1HD
Required for Easter 1982 or earlier if possible,
HEAD TEACHER (GROUP 1)
Please send s.a.e. for application forms and further details to the Chief Education Officer, Education Offices, Chapel Street, Salford, M3 5LT to whom completed applications should be returned no later than 18th December 1981. (27388) 100010

Primary School Education

Headships

BRENT

LONDON BOROUGH OF BRENT
LYON PARK INFANTS SCHOOL
Vincent Road, Wembley, HA0 4HH
(Roll: 276 plus 60 part time Nursery children)
Required from Easter - HEAD TEACHER (Group 5).
This vacancy which will arise from the retirement of the present Head offers scope for a suitably qualified and experienced teacher with good headship experience or potential. The main school is housed in attractive premises which were recently redecorated and the Nursery is in a new purpose built unit on site.
Previous applicants will be reconsidered.
Brent is fundamentally committed to multi-cultural education. There is a scheme for assistance with removal expenses including legal fees etc., travelling and lodging allowances.
Application forms (sae) obtainable from Director of Education, P O Box 1, Chesterfield House, 9 Park Lane, Wembley, HA9 7RW returnable by 18 December. (32140) 110010

CAMBRIDGESHIRE

NORTHERN AREA
NORTHBOROUGH COUNTY PRIMARY SCHOOL
Church Street, Northborough, Peterborough, PE6 9BN
Tel: Peterborough 252304
GROUP 4
ROLL 189
Applications are invited from suitably qualified and experienced teachers for the Headship of this well established primary school. The post will become vacant as from 1st September 1982 due to the retirement of the present Head Teacher.
Possibility of assistance with housing in appropriate cases.
Further details and application forms available from the Senior Area Education Officer, Education Office, Touthill Close, City Road, Peterborough, PE1 1UJ (S.A.E. 1st class). Closing date for receipt of applications, 21st December 1981. (27452) 110010

SEX DISCRIMINATION ACT, 1975

No job advertisement which indicates or can reasonably be understood as indicating an intention to discrimate on ground of sex (eg by inviting applications only from males or only from females) may be accepted, unless

1. The job is for the purpose of a private householder or
2. It is a business employing fewer than six persons or
3. It is otherwise excepted from the requirements of the Sex Discrimination Act.

A statement must be made at the time the advertisement is placed saying which of the exceptions in the Act is considered to apply.

In addition to employment, the principal areas covered by the section of the Act which deals with advertisements are education, the supply of goods and services and the sale or letting of property.

It is the responsibility of advertisers to ensure that advertisement content does not discriminate under the terms of the Sex Discrimination Act.

BRENT

LONDON BOROUGH OF BRENT
BARHAM JUNIOR MIXED & INFANTS SCHOOL
Danethorpe Road, Wembley, HA0 4RQ
(Roll: 465 including 60 part time Nursery children)
Required from Easter - HEAD TEACHER (Group 6). This school is situated in pleasant surroundings and has its own good sized playing field and a new purpose built Nursery Unit on site. There is generous provision for music in the form of tuition by peripatetic teachers and from within the staff itself. The vacancy will arise from the retirement of the present Head.
Previous applicants will be reconsidered.
Brent is fundamentally committed to multi-cultural education. There is a scheme for assistance with removal expenses including legal fees etc., travelling and lodging allowances.
Application forms (sae) from Director of Education, P O Box 1, Chesterfield House, 9 Park Lane, Wembley, HA9 7RW returnable by 18 December. (32138) 110010

BUCKINGHAMSHIRE

MILTON KEYNES DIVISION
CASTLES COUNTY FIRST SCHOOL
Warwick Road, Bletchley, Milton Keynes MK3 6BA
Group 4
Headteacher for the above school which admits pupils aged from 5 to 8 years. The post is available from April, 1982.
Previous applicants will automatically be considered.
Application forms and further details available from the Education Officer, Milton Keynes Divisional Education Office, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NY.
Assistance with removal expenses and rented housing may be available in approved case and there is a wide range of housing to buy in the area. (32387) 110010

CUMBRIA

COUNTY COUNCIL
CLEATOR COUNTY SCHOOL
Cleator
(mixed 4 - 11 years, County School n.o.r. 58)
Required for April 1982, Head for this Group 2 School. SPA allowance payable.
Application forms and further particulars available from and returnable to the Assistant Director of Education, Union Hall, Scotch Street, Whitehaven by 18 December 1981. (26556) 110010

DEVON

Please see displayed advertisement on page 40. (27414) 110010

DORSET

WINFRITH NEWBURGH CE (CONTROLLED) FIRST SCHOOL
Winfrith, Dorchester
Roll 40
HEAD TEACHER (GROUP 1) required from April 1982.
Application form, returnable by 23 December, and further details from the Education Staffing Officer, County Hall, Dorchester, DT1 1XJ (foolscap SAE). (26573) 110010

GLOUCESTERSHIRE

Head Teacher from 19th April 1982 for Ruardeane C of E Primary School, Ruardeane, Gloucestershire, 97 on roll, Group 3.
Forms and further Education Officer from The Chief Education Officer, Shire Hall, Gloucester. Enclose S.A.E. (26466) 110010

HAMPSHIRE

BEAULIEU COUNTY PRIMARY SCHOOL
Beaulieu, Nr. Brockenhurst.
HEADTEACHER Group 2 school. Salary Required April 1982. Scale currently £8541 - £9411.
Full details and application form from Area Education Officer, Cannon Street, Lymington (Tel: Lymington 77911). Closing date 11th December 1981. (26890) 110010

Headship

Applications are invited from experienced and suitably qualified primary teachers for the headship of the following school:

Shirebrook
The Park Junior School
Group 5 + SPA
Estimated Maximum NOR Summer 1982 — 270.
Closing date — 18 December 1981.
Application forms and particulars for the above post (s.a.e. foolscap please) from the Director of Education, County Offices, Matlock.
Derbyshire is an equal opportunity employer.

TES11/00/10

DERBYSHIRE County Council

DANSON PRIMARY SCHOOL WELLING

Roll 357. Group 6.

Applications are invited from suitably experienced teachers for the post of

HEAD TEACHER

Appointment to commence Summer Term 1982.

L.A.A. £498. Assistance with removal expenses, legal fees and disturbance allowance can be considered.

Application forms and further details available from Principal Advisory Officer (T.5), Town Hall, Crayford, Kent, DA1 4EN (enclosing foolscap s.a.e.) to whom they should be returned by 21st December.

TES11/00/10

Bexley London Borough

HEADSHIP

Applications are invited from suitably qualified and experienced teachers for the following Headship.

IPSWICH, SIDEGATE CP SCHOOL
Group 7 Ages 5-11
The school is situated on the Northern side of the town.
Further details and application forms available from the County Education Officer, Grimwade Street, Ipswich (s.a.e. please), to be returned by 18th December 1981.

TES11/00/10

Suffolk County Council

PRIMARY HEADSHIPS continued

HAMPSHIRE

SWAYTHLING FIRST AND MIDDLE SCHOOL
(ages 5 - 12 years)
Mayfield Road, Southampton, SO2 3SZ
HEAD- Group 5
Required for April or September 1982.
S.A.E. for application form and details to: Area Education Officer (SW1) Arundel Towers North, Portland Terrace, Southampton SO9 4XE.
Closing date for applications - 18th December. (26902) 110010

ISLE OF MAN

BOARD OF EDUCATION
ST.THOMAS'S C.E. PRIMARY SCHOOL
Douglas.
Required for May 1982, Headteacher of this Group 2 Voluntary Aided Primary School. A practising Communicant member of the Church of England desirable.
Application forms and further details from the Director of Education, Government Offices, Douglas to whom completed forms should be returned by 18th December, 1981. (24993) 110010

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
Thanet Division
PRIORY COUNTY INFANTS SCHOOL
Priory Road, Ramsgate CT11 9PG
Group 3
Roll: 104
APPOINTMENT OF HEAD TEACHER
Applications are invited for the post of Head Teacher of the Priory County Infants School, Ramsgate. The appointment is to take effect from the beginning of the Summer Term, 1982.
Application forms and further particulars are available from the Divisional Education Officer, Dearmount, The Vale, Broadstairs, Kent CT10 2BZ, to whom they should be returned in duplicate by 31st December. (32197) 110010

LANCASHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT
CROSTON ST. MICHAEL'S C.E. (AIDED)
Croston, Preston
Roll 197
1st May, 1982, HEADTEACHER - GROUP 4
For application form and addresses to whom completed forms should be sent, send stamped addressed foolscap envelope to Chief Education Officer, P. O. Box 61, County Hall, Preston, PR1 8RJ. Closing date 14th December 1981. (26554) 110010

LEICESTERSHIRE

EARL SHILTON ST PETERS R.C. (AIDED) PRIMARY SCHOOL
HEADSHIP - GROUP 3
HEAD required April. Approximately 130 on roll. Practising catholic essential. Details on request (SAE).
Apply (two forms) with full ...

NORTHUMBERLAND

CHOLLERTON CE CONTROLLED FIRST SCHOOL
Group 1, 38 pupils on roll
Headteacher required from Easter 1982. Applicants should have completed not less than 5 years service as qualified teachers at the date on which they submit their application. Removal expenses and lodging allowance may be payable.
For application form send s.a.e. to the Director of Education, Kildon House, Regent Centre, Gosforth, Newcastle upon Tyne NE3 3EZ returnable by 8th January, 1982. (27256) 110010

ROCHDALE

METROPOLITAN BOROUGH OF ROCHDALE
EDUCATION DEPARTMENT
PRIMARY SCHOOL HEADSHIP
Required for 1st May 1982. Whittaker Moss County Primary School (Group 4).
Applications are invited from suitably qualified and experienced teachers for the headship of this new school.
The school will be accommodated in an open plan building which incorporates a nursery unit jointly operated with the Social Service Department. The Nursery Unit is already open and the primary school will open in September 1982 and will have eventually some 225 pupils on roll (0-10 years). The school will work in co-operation with a school for physically handicapped pupils of primary age which is to be established on the same campus from the same date.
Application forms and further particulars are available on receipt of a foolscap staped addressed envelope from the Chief Education Officer, Smith Street, Rochdale DL16 1YD to whom they should be returned on completion. Closing date 18th December 1981. (27173) 110010

SHEFFIELD

CITY OF EDUCATION DEPARTMENT
ST. JOHN FISHER RC J & I AIDED SCHOOL
Springwater Avenue, Sheffield 12
A Head Teacher is required for Summer Term, 1982. On the retirement of the present Head Teacher, applications are invited from suitably qualified and experienced practising Roman Catholics for the above post in this Group 2 School.
Application forms and further details are available from the Chief Education Officer to whom they should be returned at PO Box 67, Leopold Street, Sheffield S1 1RJ by 18th December. (27459) 110010

WILTSHIRE

STANTON ST. QUINTIN COUNTY PRIMARY SCHOOL
Stanton St. Quintin, Chippenham, Wiltshire ...

WILTSHIRE

TROWBRIDGE, NEWTOWN JUNIOR
Newtown, Trowbridge, Wiltshire, BA14 0BB
Group 6; Number on Roll 300
Head Teacher required from 19th April, 1982.
Application form and further details (SAE please) from and returnable to, Chief Education Officer, County Hall, Trowbridge, Wiltshire, BA14 8JB by 21st December 1981. (27484) 110010

Deputy Headships Second Masters/ Mistresses

CAMBRIDGESHIRE

NORTHERN AREA
ELM ROAD C.P. SCHOOL
Elm Road, Wisbech, Cambs.
GROUP 4
ROLL 168
Deputy Head Teacher required for April 1982; a challenging post for a successful teacher prepared to accept major responsibility for curriculum development. It is hoped to appoint somebody with both infant and lower junior experience.
Further details and application forms available from the Senior Area Education Officer, Education Office, Touthill Close, City Road, Peterborough, PE1 1UJ (S.A.E. 1st class). Closing date for receipt of applications, 18th December 1981. (27451) 110012

HAMPSHIRE

THE BALKSBURY COUNTY INFANT SCHOOL
Salisbury Road, Andover, SP10 3QP
Group 3
April 1982 - Enthusiastic, adaptable teacher required for Deputy Headship ...

NORTH YORKS

QUEEN ETHELBURGAS'S SCHOOL
Harrogate HG3 2SG
A challenging new venture: this Woodard Senior Girl's Boarding and Day School is planning to open a Day Junior Department in September 1982, initially for girls aged 7 - 10 years.
Applications are invited for the post of HEAD OF THE JUNIOR DEPARTMENT from qualified and experienced teachers, to commence in APRIL 1982, giving one Term for detailed planning. Free Board Residence available for single women. Salary Burnham Scale 2 with Government Superannuation.
Letters should contain full personal details and the names of two referees, and should be sent to the Headmaster, Queen Ethelburga's Schools, Harrogate, N. Yorkshire HG3 2SG, from whom further particulars can be obtained. (26841) 110012

Scale 2 Posts and above

AVON COUNTY

WEST TOWN LANE JM SCHOOL
West Town Lane, Brislington, Bristol, BS4 5DT
Required from 19 April 1982 an enthusiastic Junior School Teacher with responsibility for Music throughout the school. Must be willing to join in with extra curricular activities.
Scale 2 available for suitable qualified applicant.
Letters of application to the Headteacher immediately with full detals of qualifications, experience and names of two referees, enclosing stamped addressed envelope. (26445) 110020

BRENT

LONDON BOROUGH OF BRENT
PRESTON PARK JUNIOR MIXED & INFANTS SCHOOL
College Road, Wembley, HA9 8RJ
(Roll 489)
Required from Januarr or as soon as possible thereafter TEACHER for SCIENCE ...

HARROW

EDUCATION COMMITTEE
CIVIC CENTRE
PART-TIME MATHEMATICS POSTS
(up to Scale 3)
- Primary & Secondary
ber under Secondary Maths scale 2 and above. (26577) 110020

Scale 1 Posts

BARKING AND DAGENHAM

LONDON BOROUGH OF BARKING AND DAGENHAM
MANOR INFANTS' SCHOOL
Sandringham Road, Barking, Essex
(Roll 283)
Required for Jauary 1982 or as soon as possible -
A part-time teacher (12½ hours per week) for genral class teaching, initially with the younger age groups. Ability to work alongside other teachers essential. Scale 1.
Application forms available (s.a.e.) from the Chief Education Officer, Town Hall, Barking, Essex, returnable by 17th December 1981. (26458) 110022

BUCKINGHAMSHIRE

MILTON KEYNES DIVISION
OLNEY COUNTY MIDDLE SCHOOL
Yardley Road, Olney, Bucks MK46
Required from 1 February 1982 an experienced class teacher for 8 - 10 year old pupils, with experience in teaching less able children. Scale 1. This is a temporary post to cover maternity leave.
Application by letter to the Headteacher Mr G Simpson, giving curriculum vitae and the names and addresses of two referees. (27419) 110022

EALING

LONDON BOROUGH
Education Service
ST JOHN FISHER RC FIRST & MIDDLE SCHOOL
Thirlmere Avenue, Perivale, Middlesex UB6 8EF
... 110022

DONCASTER

WHEATLEY HILLS MIDDLE SCHOOL
Leger Way, Doncaster DN2 5RW
Head Group 6
(Salary £11022 - 12129)
Application forms and further information available from the Director of Education, Princegate, Doncaster, DN1 3EP, to whom completed forms should be returned by the 18th December 1981. (27397) 120010

Deputy Headships Second Masters/ Mistresses

KENT

COUNTY COUNCIL
Education Department
Swale Division
SHEERNESS LADY ANNE CHEYNE SCHOOL FOR GIRLS
Jefferson Road, Sheerness
(Group 7)
Deputy Headteacher required for summer term, 1982.
Application forms, and further particulars, from the Divisional Education Officer, County Offices, aVenue of Remembrance, Sittingbourne, Kent to whom they should be returned by 31st December, 1981. (32128) 120012

By Subject Classification

Arts and Design

Scale 2 Posts and above

STAFFORDSHIRE

EDUCATION COMMITTEE
OLDFIELDS HALL COUNTY MIDDLE SCHOOL
Stone Road, Uttoxeter
Required for Easter, 1982 (or earlier if possible), a HEAD OF ART (Scale 2) to organise and teach Art throughout the school.
Application forms and further details obtainable from and returnable to the Headmaster at the school (s.a.e. please).
All applicants are asked to note it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (26366) 121220

Music

Scale 1 Posts

BEDFORDSHIRE

NORTHERN AREA
ABBEY MIDDLE SCHOOL
Mowbray Road, Bedford
Telephone: Bedford 59519
Headmaster: Mr J Hemming
...

Applications by letter, to the Headteacher, Swinton Comprehensive School, East Avenue, Swinton, Mexborough S64 8JW.
B. W. Ellis, Director of Personnel Resources. (27469) 125418

County of Cleveland

Head Teacher (Group 5)
Thornaby C.E. (Controlled) Primary School
Baysdale Road, Thornaby, Cleveland TS17 9DB
Required for Easter, 1982, for this well-established primary school situated in the new town area of Thornaby, serving mainly private housing.
Forms of application and further details are obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN.

Head Teacher (Group 4)
St. James R.C. Primary School
St. Margaret's Grove, South Bank, Cleveland TS6 6TA
Required for the Summer Term, 1982, or earlier if possible, a suitably qualified and experienced teacher. Applicants must be practising Roman Catholics.
Forms of application and further details are obtainable from and returnable to the Rt. Rev. Mgr. J. L. Carson, St. Andrew's, 1 Bondfield Road, Teesville East, South Bank, Middlesbrough, Cleveland TS6 9SA.

Head Teacher (Group 4)
St. Bede's R.C. Primary School,
Redcar Road, Marske, Redcar, Cleveland TS11 6AE
Required for the beginning of the Summer Term, 1982, a suitably qualified and experienced teacher for this established primary school serving a large catchment area in East Cleveland. Applicants must be practising Roman Catholics.
Forms of application and further details are obtainable from and returnable to the Clerk of the Governors, at the school.
Financial assistance with household removal expenses is available in approved cases. Closing date: 18th December, 1981.

EDUCATION DEPARTMENT
Gravesham Division

MULTI-CULTURAL LIAISON OFFICER

Scale 3 or Scale 4

An experienced and qualified teacher is sought for this important post. The duties include liaison with ethnic minority groups, mainly Asian, in the Gravesham Division; some teaching in schools; the development of multi-cultural education; involvement in in-service courses for teachers and other related work. The person appointed will be required to work closely with schools, the local Teachers' Centre and other education establishments as well as with the local Community Relations Office. A Scale 4 post post could be offered to an outstanding candidate.

Application forms and further particulars (sae please) from the Divisional Education Officer, 132 Windmill Street, Gravesend, Kent DA12 1BE.

Closing date for applications: 21st December 1981.

TES11/00/18

KENT COUNTY COUNCIL

MIDDLE SCHOOL – OTHER THAN BY SUBJECT
continued

Scale 1 Posts

SURREY
EDUCATION COMMITTEE
ST JOSEPH'S R.C. FIRST AND MIDDLE SCHOOL
Epsom
3rd Year Middle School teacher. Scale 1, possible 2 for suitable applicant. Required as soon as possible, preferably able to offer SCIENCE and BOYS' GAMES. Applicants should be practising R.C.'s.
Apply to Head Tel: Epsom 27850. (26578) 125622

Secondary Education

Headships

KENT
COUNTY COUNCIL
Education Department
Maidstone Division
THE ASTOR OF HEVER SCHOOL
Oakwood Rd, Maidstone, ME16 8AE
(Group 10, subject to review in April 1982, Roll 810 (11 - 16 years))
Applications are invited for the post of Head Teacher for this High School from the Summer Term 1982 or as soon as possible thereafter. Under the Authority's Thameside scheme the school has a comprehensive intake in the first two years. At the age of 13 pupils either transfer to Upper Schools to follow courses leading to G.C.E. 'A' Level or remain at the Astor of Hever School where they prepare for G.C.E. 'O' Level and C.S.E. examinations.
Forms of application and further particulars may be obtained (foolscap SAE) from the Divisional Education Officer, Astley House, Hastings Rd, Maidstone, to whom applications should be returned by 18th December 1981. (32137) 130010

Deputy Headships Second Masters/ Mistresses

BEXLEY
LONDON BOROUGH
HILLVIEW SCHOOL
Hillview Drive, Welling
Kent DA16 3RS
Tel: 01 856 0161
Required for Summer term 1982, SECOND MISTRESS (Salary £10,293 - £11,421 - L.A.A. £498)
This post falls vacant due to the Promotion of the present holder. It provides opportunities for a well-qualified and experienced teacher, who already holds a senior position of responsibility, who seeks to widen her experience in a range of pastoral and administrative roles which includes the counselling and welfare of girls.
Application forms may be obtained from the Headmaster on receipt of a stamped, addressed foolscap envelope, and they should be returned within 2 weeks of the appearance of this advertisement.
Assistance with removal expenses, legal fees and disturbance allowance can be considered. (32409) 130012

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
LORD GREY SCHOOL
Rickley Lane, Bletchley, Milton Keynes.
(12 - 18 mixed comprehensive, 997 on roll, 90 in sixth form)
GROUP 11
DEPUTY HEADTEACHER - (Two Posts)
Applications are invited from suitably qualified and experienced teachers for two posts available from April 1982. The vacancies have arisen following the promotion of the present two deputies to headships.
Particular duties of the posts will depend on the experience, qualifications and interest of the applicants. The successful candidates will become part of the senior management team and it is anticipated that they will take responsibility of either curriculum or community aspects of the school.
Application forms and further details available from the Education Officer, Milton Keynes Divisional Education office, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NY on receipt of a stamped addressed foolscap envelope. Completed forms, together with supporting letter should be submitted within 14 days of the appearance of this advertisement.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area. (27413) 130012

EALING
LONDON BOROUGH
Education Service
EALING GREEN HIGH SCHOOL
The Green, Ealing W5 5EW
DEPUTY HEAD REQUIRED FOR APRIL 1982 for this 5-form entry Boys Comprehensive School (GP10).
One of the two Deputy Heads will be retiring at Easter. Duties at present include school discipline, the induction of new staff and teachers on teaching practice, and the organisation of school examinations. A candidate is sought who is able to make a lively contribution to the school and play an active part in the running of the Senior Management Team.
London Weighting £759.
Relocation expenses may be payable.
Application forms and further details from the Head at the School (SAE) to be returned by 18th December. (26438) 130012

SUFFOLK
MILDENHALL UPPER SCHOOL
Bury Road, Mildenhall.
(Mixed Comprehensive 13 - 18: 1,220 on roll.
Required for the Summer Term 1982, DEPUTY HEAD (Group 12) to be primarily concerned with Pastoral Care and Community Relations.
Closing date: 18th December, 1981.
Forms and further details available from Headteacher at the school (s.a.e. please) to whom they should be returned. (27258) 130012

HUMBERSIDE
EDUCATION COMMITTEE
Grimsby Division
WINTRINGHAM SCHOOL
Weelsby Avenue, Grimsby
Required for April, 1982 or earlier if possible:
Applications are invited from well-qualified and experienced teachers for the post of DIRECTOR OF SIXTH FORM STUDIES, SENIOR TEACHER SCALE.
This former grammar school is now a well-established comprehensive school with a Sixth Form of 240 students, most of whom are following G.C.E. A-level courses.
The Education Committee is reviewing its secondary and 16 - 19 provision in the Grimsby Division and this could lead to some reorganisation of the school in a few years' time. A person is therefore sought who can maintain the present high standards, develop a diversity of courses within the Sixth Form and contribute to any future reorganisation. Ability to participate in the teaching of History would be an advantage but not a necessary qualification, wide experience and organising ability being more important than subject specialism.
Application forms and further information obtainable from the Head Teacher at the school to whom completed forms should be returned within 10 days of this advertisement. (27492) 130012

LEICESTERSHIRE
THE RAWLINS UPPER SCHOOL AND COMMUNITY COLLEGE
Loughborough Road, Quorn, Loughborough, Leics.
(A Leicestershire plan 14 - 18 Upper School and Community College)
Principal Designate: Mr. M. W. Hewlett B.A.
VICE-PRINCIPAL - GROUP 12
N.O.R. 1260 inc. 300 in Sixth Form
This post, one of three Vice-Principal posts in the College, is vacant as a result of the promotion of the Acting Principal, Miss V. Kerr, to a Headship. Each Vice Principal is responsible for contributing to all aspects of the College's work - curricular, extra-curricular, pastoral and community.
Apply (no forms) giving names and addresses of two referees, to the Principal Designate, from whom further details may be obtained (SAE) by 18th December. (32373) 130012

LEICESTERSHIRE
LOUGHBOROUGH
GARENDON HIGH SCHOOL
(A Leicestershire Plan 11 - 14 High School)
Thorpe Hill, Loughborough, LE11 0SQ
Head: Mr. S. P. Unwin, B.A.
SECOND MASTER/MISTRESS GROUP 9
SECOND MASTER/MISTRESS required April (new post). The post provides an excellent opportunity to play a major role in the development of the school prior to becoming co-educational in August 1982, and to assume considerable responsibility for the successful integration of girls and boys.
Details from the Head (SAE).
Apply (no forms) with full particulars and names and addresses of two referees by 18th December. (32374) 130012

NORTHAMPTONSHIRE
NORTHAMPTON TRINITY SCHOOL
Trinity Avenue, Northampton NN2 6JW
Required for the Summer Term 1982, DEPUTY HEAD (one of two) at this Group XI 13 - 18 co-educational comprehensive Upper School serving the inner town area (850 on roll, 90 in the Sixth Form).
The Deputy Heads are concerned with all school policy matters. The exact responsibilities of the post will include where possible his or her particular strengths or interests and responsibility in the fields of school discipline, liaison with Middle Schools and Youth and Community Work.
The Governors are seeking a teacher of good academic standing fully commited to comprehensive education. The successful candidate is expected to have had experience of a senior post in a comprehensive school and to have taken opportunities for appropriate in-service training.
Further details and application forms available from the Headmaster (SAE please). Completed applications to be returned by 31st December, 1981. (26453) 130012

SEFTON
Re-advertisement
METROPOLITAN BOROUGH OF SEFTON
LITHERLAND HIGH SCHOOL
Sterrix Lane, Litherland, Liverpool. L21 0DB
(11 - 18 mixed comp. 911 on roll)
DIRECTOR OF STUDIES
(Second Master/Mistress, Deputy Head Group 11)
Required for the commencement of the summer term 1982. The principal duties will be concerned with the curricula and academic aspects of the school.
Application forms and further details of the post are available on receipt of foolscap sae from the Chief Education Officer, Education Department, Burlington House, Crosby Road North, Waterloo, Liverpool, L22 0LD
All previous applications will be considered.
Closing date 6th January, 1982. (27290) 130012

SHROPSHIRE
EDUCATION DEPARTMENT
WROCKWARDINE WOOD SCHOOL
New Road, Wrockwardine Wood, Telford, TF2 6JZ.
SENIOR MASTER/MISTRESS required for Easter or September. Group 10. Eleven - Sixteen years.
Application forms and further details from the Head (S.A.E.). (27285) 130012

SHEFFIELD
CITY OF EDUCATION DEPARTMENT
BRADFIELD SCHOOL
Kirk Road, Worrall, Sheffield S30 3AE
An 11 - 18 Sec.
Required for April, 1982, an Assistant Head for this group 10 school.
A well qualified teacher is required with wide and varied experience, to join the Senior Management Team. Apart from the ability to cope with every day organisation in the school, and routine discipline, candidates must be able to make an especial contribution in some of the following areas - Induction of new staff, In-service training of staff, Timetabling and Curriculum Development.
The post is vacant due to a promotion to a Headship.
Application forms and further details, if available, are obtainable from the Head Teacher to whom they should be returned by 18th December. (27458) 130012

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
POOL HAYES COMPREHENSIVE SCHOOL
Castle Drive, Willenhall, West Midlands
SECOND MASTER/MISTRESS
Deputy Head Scale — Group 11
A well qualified and experienced teacher is required for Easter, 1982 to join the executive team of this 8 form entry 11 - 18 comprehensive community school. All three deputies have an oversight of an area of the curriculum, as well as disciplinary, administrative and in-service training duties. The successful candidate in assuming particular responsibility for pastoral care systems and the development of the school's role within the community, will be able to make a major contribution to all aspects of the school's work and to the quality of the education it provides. Closing date 18th December 1981.
Application should be made by letter to the Head Teacher of the school giving the names and addresses of two referees and enclosing an s.a.e.
This Authority is an equal opportunity employer. (32158) 130012

Remedial Posts

Heads of Department

ESSEX
CASTLE VIEW SCHOOL
(Roll: Projected 900)
Meppel Avenue, Canvey Island.
Tel: Canvey Island 696811.
HEAD OF REMEDIAL DEPARTMENT SCALE 3.
Required September 1982. Opportunity to develop Department in new purpose built school. Current roll 320 1st and 2nd year pupils.
Curriculum vitae and names of reference to Headteacher (foolscap s.a.e. please). (27275) 131018

Scale 2 Posts and above

BARNSLEY
EDWARD SHEERIEN SCHOOL
Newstead Road, Athersley North Barnsley
(11 - 16 mixed comprehensive No on roll 720)
Headteacher: Mr J. Bramley BSc
Required for April 1982: A teacher to be SECOND IN THE REMEDIAL DEPARTMENT (Scale 2) EPA allowance
There are four staff in this department and they are involved in teaching throughout the age range of the school. In the lower school groups are class based and may be with a member of this department for approximately half a timetable. In the upper school the department will be involved with small sets for English and Maths.
Application by letter giving full curriculum vitae and names and addresses of two referens to the headteacher as soon as possible. (32180) 131020

Scale 1 Posts

ESSEX
DAVENANT FOUNDATION SCHOOL
(Roll 607)
Chester Road, Loughton IG10 2LD
Tel: Theydon Bois 2608/9.
TEACHER OF REMEDIAL EDUCATION SCALE 1/2
Required January/April 1982. Initially some general lower school English/Humanities teaching also required. Voluntary aided school reorganising as a five-form entry co-educational Christian ecumenical school.
Application forms and further details from the Headmaster at the school (foolscap s.a.e please). (27274) 131022

By Subject Classification

Arts and Design

Scale 2 Posts and above

SUFFOLK
HOLBROOK HIGH SCHOOL
11 - 16 mixed comprehensive roll 365)
Holbrook, Ipswich IP9 2QX
Experienced teacher in charge of ART, Scale 2, required April 1982, experience in two and three dimensional Art work essential.
Forms and further details available from Headteacher at the school (s.a.e. please) to whom they should be returned. (27257) 131220

Scale 1 Posts

LEICESTERSHIRE
BEAUMONT LEYS SCHOOL
Anstey Lane, Leicester.
Comprehensive 11 - 18
Roll 1560
DESIGN
Scale one - temporary
Required January, for two terms, teacher of Design (mixed media).
Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (32362) 131222

HAVERING
LONDON BOROUGH OF HAVERING
ABBS CROSS SCHOOL
(Roll 982 Co.Ed)
Abbs Cross Lane, Hornchurch. RM12 4YB
Telephone: Hornchurch 40304
Headteacher: D. J. Powney M.A.
TEMPORARY ART AND CRAFTS SCALE 1.
Required January 1982 for 2 Terms only. Familiarity with 3 Dimensional work essential.
Letters of application should be sent to the Headteacher giving full curriculum vitae and quoting two referees. Closing date: 14 days after the appearance of this advertisement. (27269) 131222

ISLE OF WIGHT
COUNTY COUNCIL
COWES HIGH SCHOOL
Crossfield Avenue, Cowes
Isle of Wight, PO31 8HB
Age Range 13 - 18 yrs
1,070 on roll
required for January 1982 until the end of academic year TEMPORARY ASSISTANT TEACHER OF ART SCALE 1. An interest in pottery wouled be an advantage.
Application forms (s.a.e. please) from the Headmaster at the School to whom they should be returned as soon as possible. (26460) 131222

NORTHAMPTONSHIRE
NORTHAMPTON SCHOOL FOR BOYS
Billing Road, Northampton NN1 5RT
Required for January, 1982, a teacher of Ceramics and Art to work in the Design Faculty and to take part in the CDT course. The post is full-time, but temporary, for one term in the first instance. The school is a comprehensive school of 770 boys aged 13 - 18.
Applications by letter (no forms) should be sent to the Headmaster at the School as soon as possible, with particulars of qualifications and the names and addresses of two referees. (26450) 131222

OXFORDSHIRE
COUNTY COUNCIL
CHILTERN EDGE SCHOOL
Reade's Lane, Sonning Common, Reading RG4 9LN
11 - 16 Comprehensive 1200 on roll
Required for January 1982, or as soon as possible, to join a team of design teachers, a Teacher of ceramics and other 3 dimensional techniques, or a teacher of General Art and Craft, temporary for 1 term or permanent depending upon experience and qualifications.
Letters of application to the Headteacher with full curriculum vitae and the names and addresses of two referees. SAE please. (26560) 131222

ROTHERHAM
METROPOLITAN BOROUGH OF ROTHERHAM
DEPARTMENT OF EDUCATION
WINGFIELD COMPREHENSIVE SCHOOL
11 - 16 Mixed. Approx. 941 on roll
Required for Easter, 1982.
ASSISTANT TEACHER SCALE 1
Required for Art. Please state areas of particular strength and interest.
Closing Date: 15th December, 1981.
Applications by letter, to the Headteacher, Wingfield Comprehensive School, Wingfield Estate, Rotherham S61 4AU.
B. W. Ellis, Director of Personnel Resources. (27472) 131222

WARWICKSHIRE
POLESWORTH SCHOOL
Dordon Road, Dordon, Tamworth
Staffs. B78 1QT
(12 - 18 mixed comprehensive)
Required April 1982, teacher of Art at least to 'O' level. Scale 2 available for teacher to be responsible for 3D Art.
Apply by letter to the Head at the School as soon as possible (SAE please). (32154) 131222

Careers

Scale 1 Posts

AVON COUNTY
Education Department
CAREERS OFFICER (Team Leader)
Information Unit
Salary Scale: SO1 £8190 - £8733
The successful applicant will be expected to maintain and up-date a centrally based Careers Resource Centre. Prepare newsletters, booklets and handouts to schools, assist with the organisation of conferences, conventions and staff visits; liaise with careers teachers and represent the careers service at meetings with central and local government agencies, employers organisations, etc. The Careers Officer is also requested to assist with In-service training of careers officers and teachers, prepare material for local television and radio broadcasts and develop the overall marketing strategy of the careers service.
Applicants should hold a degree or equivalent and a relevant professional qualification and experience in either education careers guidance or information science.
Further details and application forms, returnable by 18 December, from Director of Personnel Services, (Tel: Bristol 299565 - Ansafone on this number after office hours), PO Box 11, Avon House, The Haymarket, Bristol, BS99 7DE.
Please quote ref. no. EDU/01208/CO. (27426) 131422

Headship

Shirebrook School

Applications are invited from suitably qualified and experienced teachers for this appointment tenable from 1 September 1982. This vacancy will arise upon the retirement of the present Head, Dr. Priestley, MA, PhD.
Shirebrook School is an established 11-18 Comprehensive (nor 1460) in NE Derbyshire which operates in split site premises about 1½ miles apart.
Salary — Burnham Group 12.
Closing date — 18 December 1981.
Applications forms and particulars for the above post (s.a.e. please) from the Director of Education, County Offices, Matlock.
Derbyshire is an equal opportunity employer.
TES13/00/10
DERBYSHIRE County Council

CYNGOR SIR **GWYNEDD** COUNTY COUNCIL

ADRAN ADDYSG
Ysgolion Uwchradd
Ffurflenni cais a Manylion Pellach i'r Swyddi Isod i'w Cael Gan Brifathro'r Ysgol Benodol (Anfoner Amlen Wedi'i Stampio A'i Chyfeirio) A'i Dychwelyd Iddo Erbyn Rhagfyr 14 1981.
YSGOL UWCHRADD ABERCONWY
(Cyfun 11–18: 1110 o ddisgyblion)
Uwch Athrawes/Athro ar gyfer Medi 1981 i weithredu fel y pedwaredd aelod o'r tîm proffesiynol sy'n arwain yr ysgol hon, mewn ardal gymysg ei hiaith. Cyflog Dirprwy Brifathro Grŵp 11.
EDUCATION DEPARTMENT
SECONDARY SCHOOLS
Application forms and further details (send S.A.E.) are obtainable from the Headteacher, to whom they should be returned by December 14 1981.
YSGOL UWCHRADD ABERCONWY
(Comprehensive 11–18: 1110 pupils)
Second Mistress/Master wanted for September 1982 to be the fourth member of the senior management team of this mixed comprehensive school in a bilingual area. Salary Deputy Head Group 11.

Headship

Buxton College

Applications are invited from suitably qualified and experienced teachers for this appointment, available from the start of the autumn term 1982. The vacancy will arise upon the retirement of the present Head, Mr. V. T. Middlemas, BSc.
Buxton College (Voluntary Controlled) is an established 11-18 Comprehensive School for Boys (NOR 963) which operates in split site premises about ¾ mile apart, both buildings being within easy reach of the town centre. Buxton is a pleasant spa town in the High Peak Area of Derbyshire, close to the Peak National Park.
Salary — currently Group 11.
Closing date — 18 December 1981.
Application forms and particulars for the above post (s.a.e. please) from the Director of Education, County Offices, Matlock.
Derbyshire is an equal opportunity employer.
TES13/00/10
DERBYSHIRE County Council

Shropshire Education Committee

THE NEW COLLEGE, TELFORD

DIRECTOR OF STUDIES VICE PRINCIPAL

BURNHAM GROUP 11

Required for September, 1982 or earlier if available following appointment of present holder as Principal of another College. New College is a Comprehensive 6th Form College with approx. 560 full-time students 16-19.
Further details and application forms from the Principal, New College, King Street, Wellington, Telford. TF1 1NY (S.A.E.). Tel: Telford 3892.
TES13/00/12
Shropshire County Council

SECONDARY EDUCATION
continued

Commercial Subjects

Scale 2 Posts and above

HARINGEY
BOROUGH OF HARINGEY
WOOD GREEN SCHOOL
White Hart Lane, London N22 5QJ
Mixed Comprehensive School on one site.
Number on roll 1140, 127 in the Sixth Form
Required for January 1982 or as soon after as possible.
TEACHER OF BUSINESS STUDIES (including Typewriting, Shorthand and other Office Skills).
SCALE 2 available to Teacher of some experience able to take charge of the subject, which is a popular option in the 4th 5th and 6th forms.
Pleasantly sited department. Work experience links with business established.
Applications as soon as possible by letter to the Headmaster in the first instance, with curriculum vitae, stating names and address of two professional referees.
London Allowance (£759) payable. Removal expenses - 100% allowed in approved cases. (32141) 131820

Scale 1 Posts

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Kingston upon Hull Division
GREATFIELD HIGH SCHOOL
Hemswell Avenue, Hull
Head: N. B. Dickinson, B.A. (Admin.), M.Ed.
Required for September, 1982, or earlier if possible, a teacher of SHORTHAND, TYPEWRITING and GENERAL SECRETARIAL SUBJECTS (Scale 1).
The person appointed will be expected to teach these subjects in the main school and to supervise the secretarial courses for the sixth and seventh forms.
There are two well equipped typing rooms and a well established series of courses running throughout the school.
This is a mixed comprehensive school with 1,000 pupils aged 13 - 18 on roll.
Application forms available from the Head should be returned by 18th December, 1981. (32351) 131822

Computer Studies

Scale 2 Posts and above

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
WOODBRIDGE HIGH SCHOOL
St. Barnabas Road, Woodford Green, Essex IG8 7DH
Telephone: 01-504-9618
Headmaster: A.C.R. Duke, M.A
Required from Easter 1982 or earlier if possible: an experienced teacher to run the Computer Studies Department in this 11 - 18 mixed comprehensive school. Courses to 'O' and C.S.E. levels are already established. Facilities include 2 micros, a Teletype printer and a modem. There are good prospects of extending hardware and curriculum. The post is on Scale 3 with Outer London Allowance.
Forms and further details are available from the Head at the School, to whom completed applications are returnable by 14th December, 1981. (27056) 132020

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

Unless otherwise stated –
Closing date for receipt of application is 18th December, 1981.
In respect of posts in middle schools, forms are available from and should be returned to the Director of Education, Department of Education, Great George Street, Leeds, LS1 3AE.
For posts in secondary and high schools, application by letter should be made to the head teacher of the school concerned, giving full details and the names of two referees.
The post reference number should be quoted on all correspondence
Applications requiring acknowledgement and requests for forms and/or details must be accompanied by a stamped, addressed envelope

MIDDLE SCHOOLS
SCALE 1 POST
A.1256 HILLSIDE MIDDLE SCHOOL (No. on roll: 270: 9-12+ years)
Beeston Road, Leeds LS11 8ND
Head Teacher: Mr. A. S. W. Young
Telephone: 717259
Required for January/Easter, 1982 teacher of Woodwork (C D T): Interest in Boys' Games advantageous. Please state other subjects.

HIGH/SECONDARY SCHOOLS
TEMPORARY POSTS (SCALE 1)
ALLERTON GRANGE HIGH SCHOOL (No. on roll: 1,304: 13–18 years)
Talbot Avenue, Leeds, LS17 6SF
Head Teacher: Mr P. L. Hughes, M A.
Telephone: 661052
N.E.1257 Required for January, 1982, for two terms, teacher of BOYS' PHYSICAL EDUCATION, preferably interested in rugby football and/or basketball. Assistance with the Mode 3 C S E course in Physical Education Studies will be required.
N.E.1258 Required for January, 1982, for two terms teacher of BIOLOGY. Biology is taught to 'A' and 'O' levels, Human Biology to 'O' and C.S.E. and Rural Science to C.S.E. Animal Behaviour and Marine Biology presently offered as specialist options to 'A' level students. Candidates should be willing to help with residential fieldwork
N.E.1259 Required for January, 1982, for two terms teacher of MATHEMATICS, able to offer Computer Studies. Work to 'A' level is available in both Mathematics and Computer Studies.
N.E.1260 Required for January, 1982, for two terms, teacher of CRAFT, DESIGN AND TECHNOLOGY to join flourishing department of six. The timetable can be adjusted to suit the strengths of the successful candidate. Candidates trained in some other discipline who could teach geometrical and engineering drawing would be considered.

Economics

Scale 1 Posts

CHESHIRE
EDUCATION COMMITTEE
NESTON COMPREHENSIVE
Raby Park Road, Neston, S. Wirral
Tel 051-336 3902
Established School of 1400 pupils: 6th form 156.
ECONOMICS: SCALE 1
Required as soon as possible, part-time, temporary: to 'A' level.
Apply at once (no forms) enclosing C.V. and names and addresses of two referees. (26457) 132222

LEICESTERSHIRE
LONGSLADE COLLEGE
Wanlip Lane, Birstall
Leicester.
In the Leicestershire plan for the organisation of secondary education.
Upper 14 - 18
Roll 1140
ECONOMICS AND COMMERCIAL SUBJECTS
Scale one - temporary
Required January for at least 2 terms, teacher of Economics and Business studies able to contribute widely throughout a developing faculty of Business and General Studies to C.S.E., 'O' & 'A' levels.
Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (32368) 132222

English

Heads of Department

ENFIELD
LONDON BOROUGH OF ENFIELD
EDUCATION COMMITTEE
AMBROSE FLEMING SCHOOL
The Ride, Enfield, Middx. EN3 7DB
(Mixed Comprehensive. Roll 1250)
HEAD OF ENGLISH - Scale 4
Required Easter 1982, well-qualified, experienced graduate to head this important, well-equipped department. Pupils are prepared for C.S.E., 'O' and 'A' level examinations.
London Allowance, £498. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application forms and particulars (foolscap SAE) obtainable from the Head Teacher, for return to him by 22nd December 1981. (32146) 132418

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANDRINDOD HIGH SCHOOL
Dyffryn Road, Llandrindod Wells
(Tel: 3892)
(11 - 18 Comprehensive Mixed n.o.r. 830
Required for 1st May, 1982, or as soon as possible thereafter, a well qualified and experienced graduate Head of English Department. Scale 5. (Ref: 402).
Further particulars and application forms (s.a.e. foolscap please) from the Headmaster, to whom applications should be returned by 18th December, 1981. (27310) 132418

Scale 2 Posts and above

HAVERING
LONDON BOROUGH OF HAVERING
HALL MEAD SCHOOL
(Roll 987 Co.Ed)
Marlborough Gardens, Cranham, Upminster, Essex.
Telephone: Upminster 25684
Headteacher: B. E. Saunders, B.A.
ENGLISH SCALE 3.
Required Easter 1982 or earlier if possible. A well qualified and experienced teacher to become second in the English Department.
Letters of application should be sent to the Headteacher (giving full curriculum vitae and quoting two referees) from whom further details are available. Closing date: 14 days after the appearance of this advertisement. (27267) 132420

NORTHAMPTONSHIRE
NORTHAMPTON THOMAS BECKET R C UPPER SCHOOL
Kettering Road North, Northampton NN3 6JF
Required for April 1982, or sooner. Teacher as second in the English and Music Faculty (Scale 3) to develop curriculum and courses. There would be particular involvement with Drama and associated areas of the curriculum from the experienced and enthusiastic person appointed to this lively Faculty in this co-educational comprehensive school of 832 pupils.
Application forms and further details are available from the Headmaster.
Closing date ten days from the appearance of this advertisement. (26449) 132420

Scale 1 Posts

BEXLEY
LONDON BOROUGH
WELLING SCHOOL
Elsa Road, Welling, Kent
Tel: 01-304 8531
Required for January 1982, in this large, all-ability School with 1000 pupils on roll, an English specialist to teach the subject to C.S.E. and 'O' level.
Applicants are asked to apply by telephone, where possible, for application forms, from the Headmaster.
L.A.A. £498. Assistance with removal expenses, legal fees and disturbance allowance can be considered. (26564) 132422

BIRMINGHAM
CITY OF BIRMINGHAM EDUCATION DEPARTMENT
COUNTY SECONDARY SCHOOLS
Requests for application forms should be sent direct to Head of the school as soon as possible, together with the names of 2 referees and s.a.e.
WARREN FARM SCHOOL
Dulwich Road, B44 0EW
Required January for two terms only: Teacher of ENGLISH.
There is a scheme for assistance with removal expenses.
Creche/Nursery facilities may be available in certain cases. (26441) 132422

BROMLEY
LONDON BOROUGH OF BROMLEY
RAVENSBOURNE SCHOOL FOR BOYS
Hayes Lane, Bromley, Kent BR2 9EH
Boy Comprehensive School, covering the full range of ability: totals on roll 1327.
Required for January, 1982 a Teacher for the English Department. We are looking for an enthusiastic teacher who will teach across the ability range and be concerned to play a significant role in the life of the Department by assuming particular responsibility within it. (We would especially like someone who would be interested in developing drama, both in the classroom and in productions).
Letters of application and the names of two referees should be sent to the Headmaster as soon as possible. (27406) 132422

BROMLEY
LONDON BOROUGH OF BROMLEY
THE WALSINGHAM SCHOOL
Chipperfield Road, St. Paul's Cray, Orpington, Kent BR5 2QR
Tel: 01-300 1258
Co-ed Comprehensive 11 - 18 7 F.E.
Required for January 1982 a teacher of English. The appointment will be for one term only whilst arrangements are made to replace the second in the Department, who leaves at the end of this term. A timetable can be arranged to suit the experience and qualifications of the appointee.
Letters of application should be sent to the Head, Roger Wilkinson, at the school, enclosing curriculum vitae and giving the names, addresses and telephone number of two referees. (27405) 132422

BROMLEY
LONDON BOROUGH OF BROMLEY
LANGLEY PARK SCHOOL FOR GIRLS
South Eden Park, Road, Beckenham, Kent BR3 3BS
Required for January 1982, a temporary teacher of English (to at least 'O' level standard) with some drama. The school makes use of joint 16' courses, as well as a Mode 3 'O' level course in English Literature.
The vacancy is due to absence of a teacher on maternity leave.
Please apply by letter with full c.v. and names and addresses of two referees to the Headmistress at the school (s.a.e. please). (27404) 132422

LEICESTERSHIRE
BEAUMONT LEYS SCHOOL
Anstey Lane, Leicester.
Comprehensive 11 - 18
Roll 1560
ENGLISH
Scale one - temporary
Required January, for two terms.
Further details from Head. Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (32361) 132422

DONCASTER
HATFIELD HIGH SCHOOL
Ash Hill, Hatfield DN7 6JH
Headmaster: A.V. Brookman, B.A.
Temporary teacher of English Scale 1 required in this Group 12, 13 to 18 mixed comprehensive school for January, 1982. The post includes 16 plus examination work in English and two C.S.E. Drama Groups.
Apply by letter to the Headmaster, supplying a curriculum vitae and enclosing a stamped addressed envelope. (27398) 132422

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Kingston upon Hull Division
GREATFIELD HIGH SCHOOL
Hemswell Avenue, Hull
Head: N. B. Dickinson, B.A. (Admin.), M.Ed.
Required for September, 1982, or earlier if possible, a teacher of ENGLISH to join a substantial team of teachers within the Department.
A Scale 2 post is available for an applicant with suitable experience and qualifications, but applications are welcome from teachers seeking a first appointment.
This is a mixed comprehensive school with 1,000 pupils aged 13 - 18 on roll.
Application forms available from the Head should be returned by 18th December, 1981. (32348) 132422

NEWHAM
LONDON BOROUGH OF NEWHAM
BRAMPTON MANOR SCHOOL
Roman Road, London E6 3SQ
Head Teacher: Mr. D. Williams
Number on roll: 1420
TEACHER OF ENGLISH - Scale 1
Required January 1982.
London Allowance: £759.
Application forms (s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 15th December, 1981.
Director of Education, Education Offices, Broadway, Stratford, London, E15 4BH. (27475) 132422

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
GUILSBOROUGH COUNTY SCHOOL
West Haddon Road, Guilsborough, Northampton
Required for Easter 1982, or earlier if possible a Graduate Teacher of English (Scale 1) to teach throughout the School. 'A' level work is available for someone with suitable experience and qualifications.
Guilsborough is an 11 - 18 co-educational Comprehensive School of 1330 pupils of whom 152 are Sixth Formers. It serves a rural catchment area of the NW of Northampton.
Application, by letter please, naming two referees, to the Headmaster from whom further details are available. (32187) 132422

SHROPSHIRE
EDUCATION COMMITTEE
LACON CHILDE SCHOOL
Love Lane, Cleobury Mortimer, Kidderminster, Worcs DY14 8PE
11 - 16 Rural Comprehensive 593 on roll
Required for January or as soon after as possible a PART-TIME (4/5th) TEACHER OF ENGLISH Scale 1 to teach throughout the school. The post is temporary for 2 terms in the first instance but may become permanent. An interest in Drama would be useful.
Please apply by letter to the Headmaster as soon as possible but no later than 15th December giving curriculum vitae and names of two referees. Further details about the school and post available on request (S.A.E.). Tel: 0299/270312. (26518) 132422

SOMERSET
WESTFIELD SCHOOL
Yeovil.
(11 - 16 Mixed secondary, 891)
TEMPORARY TEACHER OF ENGLISH from February to July, 1982. To teach English throughout the 11 - 16 age range. Some examination work. An interest in drama would be an advantage.
Application form and further details (SAE) from the Head at the School. Closing date: 14th December. (27393) 132422

Geography

Heads of Department

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
SIR HENRY COOPER HIGH SCHOOL
Thorpepark Road, Hull
Head: R. Cole, M.A.
Required for Easter, 1982, or earlier if possible, a HEAD OF GEOGRAPHY Scale 3 or, for a well qualified person with substantial experience, Scale 4. There are five teachers of Geography using specialist teaching rooms. Work includes C.S.E., 16 and Advanced Level G.C.E.
This mixed senior high school for pupils aged 13 - 18 years has about 1,100 pupils on roll.
Further particulars may be obtained from the Head (telephone 854687) to whom applications should be returned by 18th December, 1981. (32350) 132615

KENT
COUNTY COUNCIL
Education Department
Medway Division
HIGHFIELD SECONDARY SCHOOL
Balfour Road, Chatham, Kent
Scale 3 Head of GEOGRAPHY required from 1 January 1982. A suitably qualified and experienced teacher needed for this flourishing department. Geography is taught throughout all year groups with a keen following in the fourth and fifth years to C.S.E. and G.C.E. 'O' level standard.
The current holder takes an active interest in Careers work, the applicant should specify whether they can follow this trend.
Applications, with the names and addresses of 2 referees and a full curriculum vitae to the Headmaster at the school. (32184) 132618

ROTHERHAM
METROPOLITAN BOROUGH OF ROTHERHAM
DEPARTMENT OF EDUCATION
WICKERSLEY COMPREHENSIVE SCHOOL
11 - 16 Mixed.
Approx. 1560 on roll
Approx. 104 in 6th form
Required for Easter, 1982.
HEAD OF GEOGRAPHY AND GEOLOGY - SCALE 4
Well-qualified and experienced Teacher for Head of a large and successful Department of Geography and Geology. Vacancy arises because of present holder's promotion to a Deputy Headship.
Closing date: 15th December, 1981.
Applications by letter, to the Headteacher, Wickersley Comprehensive School, Bawtry Road, Wickersley, Rotherham S66 0JL.
B. W. Ellis, Director of Personnel Resources. (27468) 132618

Scale 1 Posts

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
THE HALIFAX CATHOLIC HIGH (A) SCHOOL
Holdsworth Road, Holmfield, Halifax
Required from January 1982 for two terms only a temporary teacher of GEOGRAPHY (Scale 1) to teach the subject from the 1st form to lower 6th form. The ability to help with boys' games would be useful though not essential.
Application forms and further details obtainable (on receipt of foolscap SAE), from the Head Teacher to whom completed forms should be returned by 18 December 1981. (32118) 132622

EAST SUSSEX
COUNTY COUNCIL
HELENSWOOD SCHOOL
The Ridge, Hastings TN34 2AP
(11 - 18 Girls Comprehensive 1320 on roll)
Required January 1982, Teacher (Scale 1) to teach Geography throughout School. Successful candidate required to join team teachers developing an integrated studies course in Lower School. Ability to teach either Business Studies, Social Science, Religious Studies or interest outdoor pursuits an advantage.
Relocation grants available in approved cases.
Apply immediately to Headmistress at the School (s.a.e. please). (27286) 132622

GLOUCESTERSHIRE
CROSSES HILL SCHOOL
Brookfield Road, Churchdown, Gloucester
(11 - 18 Comprehensive, 1050 on roll)
Required for January teacher of Geograhy to teach across the age and ability range including C.S.E., 'O' and 'A' level, with one form of first year combined science. Scale 1. This is a temporary appointment initially but a permanent post may become avaiable.
Apply by letter to the Headmaster stating qualifications, experience and names and addresses of two referees. (27496) 132622

NORTHAMPTONSHIRE
ROTHWELL MONTSAYE SCHOOL
Greening Road, Rothwell, Kettering, Northants NN14 2BB
TEMPORARY PART-TIME TEACHER - SCALE 1 - GEOGRAPHY
Applications are wanted for the above additional post. Montsaye is a co-educationa comprehensive school (11 - 18) housed in modern buildings in a rural area. The successful candidate would be required to teach in the mornings only.
Applications should be made by letter, enclosing curriculum vitae and the names and addresses of two referees, direct to the Headmaster. (26448) 132622

County of Cleveland

SECONDARY SCHOOLS
All secondary schools are mixed comprehensive schools.

SIXTH FORM COLLEGE
St. Mary's R.C. Sixth Form College (Roll 773)
Saltersgill Avenue, Middlesbrough TS4 3JP
(Tel: Middlesbrough 814680)
1. SCALE 3 COMPUTER STUDIES
Required for Easter 1982 or earlier if possible, to be responsible for the department.
2. SCALE 1 COMPUTER STUDIES (TEMPORARY)
Required for January, 1982, a temporary teacher (Scale 1) for Computer Studies. Applications from teachers able to offer part-time will also be considered.

11-16 SCHOOLS
SCALE 1 CRAFT, DESIGN AND TECHNOLOGY
Langbaurgh School (Roll 971) Ormesby Road, Middlesbrough, TS3 8RD
(Tel: Middlesbrough 314519)

Required for September 1982.
Financial assistance with household removal expenses is available in approved cases.
Application forms and further details are obtainable from the Head Teacher/Principal at the address shown above. Applications by letter should include details of education, training, qualifications and experience together with the names and addresses of two referees.
TES13/00/00

History

Scale 2 Posts and above

LONDON
LONDON BOROUGH OF HAVERING
ST.EDWARDS SCHOOL
London Road, Romford RM7 9NX
(Roll 1060 Co.Ed - Sixth Form 170)
Aided C.of E. Comprehensive
Headteacher: J.E. Gwinnel M.A.
Tel: Romford 42809
HISTORY, Scale 2
Required April 1982 - graduate with experience of teaching to 'A' and 'S' level to be second in an adventurousdepartment with strong examination record. An interest in extra-curricular activities (particularly Duke of Edinburgh Award or Youth Work) very desirable.
Further information may be obtained from the Headteacher, to whom letters of application (with names of two referees and curriculum vitae) should be addressed. (26516) 132820

Scale 1 Posts

LEICESTERSHIRE
LONGSLADE COLLEGE
Wanlip Lane, Birstall, Leicester
In the Leicestershire plan for the organisation of secondary education
Upper 14 - 18
Roll 1140
HISTORY
Scale one - temporary
Required January, for at last 2 terms, able to contribute in some other area eg. economics, politics, law or languages. State skills and strengths.
Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (32367) 132822

Home Economics

Heads of Department

NEWHAM
LONDON BOROUGH OF NEWHAM
FOREST GATE SCHOOL
Forest Street, Forest Gate, London E7 0HR
Head Teacher: Mrs A. Rowland, B.A.
Number on roll: 1000
HEAD OF HOME ECONOMICS DEPARTMENT - Scale 3
Required: April 1982, to lead a well-established Home Economics department. Candidates should have an interest in the development of a textiles course as well as offer expertise in Home Economics and Child Development.
Previous applicants will be considered. London Allowance: £759 plus Social Priority Allowance.
Applications forms (s.a.e. please) available from the Director of Education, to whom completed forms should be returned as soon as possible.
Director of Education, Education Offices, Broadway, Stratford, London, E15 4BH. (27474) 133018

ROTHERHAM
DEARNESIDE SCHOOL
Goldthorpe, Rotherham
(11 - 16 mixed comprehensive No. on roll 1070)
Headteacher: L. Dickinson BA
TEACHER OF NEEDLEWORK
Needlework specialist required. Scale 2 post available for suitably qualified, experienced and enthusiastic applicant, able to take charge of the subject under the Head of Home Economics and work with Creative Studies department teaching mixed ability groups throughout the school.
Application forms available from and returnable to the Headteacher as soon as possible (SAE please). (32406) 133019

SECONDARY HOME ECONOMICS
continued

Scale 1 Posts

AVON COUNTY
SAINT GREGORY'S CATHOLIC COMPREHENSIVE SCHOOL
Odd Down, Bath.
Required from 12th January 1982, full-time specialist teacher to teach Home Economics from 1st year to 5th year 'O' level and Childcare in the 4th & 5th years to 'O' level standard. Experience in running a department consisting of Home Economics, Needlecraft and Childcare would be an advantage. This is a supply post during the maternity absence of another teacher.
Applications immediately from teachers in genuine sympathy with the Catholic ethos of the school. (32375) 133022

HARROW
EDUCATION COMMITTEE
WHITMORE HIGH SCHOOL
Porlock Avenue, harrow, HA2 0AD
Required for two terms from January, 1982, a teacher (male/female) to fill a vacancy in the Home Economics Department. G.C.E. 'O' level and C.S.E. courses are taken by a large number of pupils. Teachers seeking their first appointment are invited to apply for this rtemporary post.
Apply by letter, giving full details, direct to the Headmaster as soon as possible.
It is expected interviews will take place on 16th December.
Please enclose stamped addressed envelope. (26579) 133022

HAVERING
LONDON BOROUGH OF HAVERING
FRANCES BARDSLEY SCHOOL FOR GIRLS
(Roll 1182)
Brentwood Road, Romford, RM1 2RR.
Telephone: Hornchurch 47368
Headteacher: Mrs. J. Irwin-Hunt M.A.
HOME ECONOMICS, SCALE 1
Required January 1982 to teach Needlework, Cookery and Child Care in a strong department with excellent facilities.
Letters of application should be sent to the Headteacher giving full curriculum vitae and quoting two referees. Closing date: 14 days after the appearacne of this advertisement. (26439) 133022

HAVERING
LONDON BOROUGH OF HAVERING
ST.EDWARDS SCHOOL
(Roll 1060 Co.Ed. Six Form 170)
Aided C. of E. Comprehensive.
London Road, Romford, RM7 9NX
Headteacher: J. E. Gwinnell, M.A.
Telephone: Romford 42809
TEMPORARY HOME ECONOMICS/CHILD CARE SCALE 1.
Required from 31st January 1982 until the end of the Summer Term 1982 (part-time considered - hours by arrangement with Headteacher).
Letters of application should be sent to the Headteacher giving full curriculum vitae and quoting two referees. Closing date: 14 days after the appearance of this advertisement. (27268) 133022

KENT
COUNTY COUNCIL
Education Department
Ashford Division
THE TOWERS SCHOOL
Faversham Road, Kennington, Ashford
No. on Roll: 1150
Co-educational
HOME ECONOMICS DEPARTMENT
Scale 1 Teacher required to teach Home Economics and some Needlecraft.
Excellent facilities available.
Examinations to G.C.E. 'O' level Nutrition & Cookery. C.S.E. Homemaking. Cook/Hostess and Child Development. City and Guilds Foundation Catering.
Vacancy due to the promotion of present teacher.
Apply by letter to the Headmaster, Mr G. S. Foster, M.A. at the School, together with names and addresses of two referees. (32132) 133022

SOUTH GLAMORGAN
COUNTY COUNCIL
ST TEILO'S C/W HIGH SCHOOL
Cardiff
(11 - 18 Comprehensive)
5 Form Entry
HOME ECONOMICS: SCALE I
Required for 26th April 1982, well qualified teacher to teach Home Economics throughout the school, up to and including 'A' level standard, with some needlework. Preference will be given to practising Anglican communicants.
Application forms may be obtained on receipt of a stamped addressed foolscap envelope from the undersigned, to whom completed forms should be returned within 10 days of the appearance of this advertisement.
F J Adams, Director of Education, Education Offices, Kingsway, Cardiff. (32150) 133022

STAFFORDSHIRE
EDUCATION COMMITTEE
OAKHILL HIGH SCHOOL
Rookery Lane, Stoke on Trent, ST4 5NS
SCALE 1 TEACHER required to work in the HOME ECONOMICS/CHILD CARE DEPARTMENT. Subjects within this department are taught to G.C.E. and C.S.E. levels.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (26569) 133022

Humanities

Scale 1 Posts

LEICESTERSHIRE
MOAT COMMUNITY COLLEGE
Maidstone Road, Leicester
Comprehensive 11 - 16
Roll 1177
HUMANITIES
Scale one - tempoary
Required January for 2 terms only, Humanities specialist to teach history and social studies.
Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (32366) 133222

Mathematics

Heads of Department

AVON
COUNTY OF AVON
CHIPPING SODBURY SCHOOL
Bowling Road, Chipping Sodbury, Nr. Bristol
Roll: 1020
Mixed Comprehensive 11 - 18
Required for April 1982 a Head of Mathematics Faculty (Scale 4). Applications for this important and challenging post are invited from well-qualified teachers whose experience includes successful work with less able Fourth and Fifth Year pupils, 'A' level teaching and Computer Studies.
Further details and application forms are available from the Headmaster. (26548) 133418

HAMPSHIRE
HIGHTOWN SCHOOL
Burgoyne Road, Southampton SO9 2WQ.
(12 - 16 Mixed Comprehensive; NOR 400)
Required for April Scale 3 - Head of Mathematics.
S.A.E. to Head for further details by 11th December. (27403) 133418

Scale 2 Posts and above

DEVON
Please see displayed advertisement on page 40. (27415) 133420

HEREFORDSHIRE AND WORCESTERSHIRE
COUNTY COUNCIL
THE DYSON PERRINS C.E. HIGH SCHOOL
Yates Hay Road, Malvern, Worcs. WR14 1LJ.
Required for April, 1982, Graduate as Second in the Mathematics Faculty (Scale 3). Scale 3 post available for a suitably qualified and experienced applicants. The person appointed will be required to teach SMP Mathematics to C.S.E., 'O', 'A' and S levels and to share the administrative load. Energy and enthusiasm are likewise essential.
Further details and application forms available from the Headmaster upon receipt of a foolscap s.a.e. (32415) 133420

NORTHAMPTONSHIRE
NORTHAMPTON SCHOOL FOR BOYS
Billing Road, Northampton NN1 5RT
Required for January, a teacher of Mathematics to teach across the ability range in this Upper School for boys aged 13 - 18. This post is for one term only and the appointment would be at Scale 3 for a suitably qualified and experienced applicant.
Applications should be made to the Headmaster from whom further details may be obtained. (Northampton 35510). (26459) 133420

HAMPSHIRE
AMERY HILL SCHOOL
Alton
11 - 16 Comp Mixed N.O.R. 880
Mathematics Scale 3 - Second in Department Knowledge of Computer Studies desirable.
Letter of application with full curriculum vitae, names and addresses of two educational referees and S.A.E. to the Headteacher.
Previous applications are being considered. (27375) 133420

HARROW
EDUCATION COMMITTEE
CIVIC CENTRE
P.O. Box 22, Civic Centre, Harrow, Middlesex
Tel. No. 01-863 5611 Ext. 2312
Applications are invited for part time Mathematics posts (up to Scale 3 may be available) in Primary and Secondary Schools.
Suitably qualified and/or experienced teachers are invited to contact the Civic Centre for the necessary application form by 14th December. Please enclose stamped addressed envelope. (26565) 133420

NORTHAMPTONSHIRE
NORTHAMPTON LINGS SCHOOL
Billing Brook Road, Lings, Northampton NN3 4NH
MATHEMATICIAN SCALE 2
Wanted for Easter 1982 or earlier, a teacher to join the Mathematics Faculty in this 13 - 18 co-educational comprehensive school. The teaching programme involves an individualised learning scheme with examinations leading to all levels up to 'A' level. An interest in Computing work and/or statistics would be advantageous.
Further details and application form available from the Headmaster (SAE please). (26451) 133420

ROTHERHAM
METROPOLITAN BOROUGH OF ROTHERHAM
DEPARTMENT OF EDUCATION
SWINTON COMPREHENSIVE SCHOOL
11 - 18 Mixed.
Approx. 1603 on roll
Approx. 156 in 6th form.
Required for Easter 1982,
ASSISTANT TEACHER SCALE 2
Required for Mathematics. Courses offered to C.S.E., 16 + 'O' and 'A' level. The successful candidate will be expected to teach across the ability range and be responsible for the development and co-ordination of work in the Middle School. Further particulars available from the school, telephone Rotherham 582586.
Closing date: 15th December, 1981.
Applications by letter, to the Headteacher, Swinton Comprehensive School, East Avenue, Swinton, Mexborough S64 8JW.
B. W. Ellis, Director of Personnel Resources. (27471) 133420

Scale 1 Posts

LEICESTERSHIRE
WYCLIFFE SCHOOL AND BRAUNSTONE COMMUNITY EDUCATION PROJECT
See main ad under Secondary PE, Scale 2. (32364) 133422

BUCKINGHAMSHIRE
Beaconsfield/Chiltern Divisional
BEACONSFIELD HIGH SCHOOL
Wattleton Road, Beaconsfield HP9 1RR
Headmistress: Miss E.A. Taylor BA
No on Roll: 851
Required immediately, a part-time teacher to work on a half-time basis, able to teach MATHEMATICS to G.C.E. 'O' level and COMPUTER STUDIES to 'O' level. This appointment will be temporary in the first instance but possibility of a permanent post available from September 1982.
Please apply to the Headmistress with full c.v. and the names of 2 referees (s.a.e please). (32161) 133922

BIRMINGHAM
CITY OF BIRMINGHAM
EDUCATION DEPARTMENT
COUTY SECONDARY SCHOOLS
Requests for application forms should be sent direct to Head of the school as soon as possible, together with the names of 2 referees and s.a.e.
KINGS RISE SCHOOL
Hornsey Road B44 0JN
Required January: Temporary teacher of MATHEMATICS.
There is a scheme for assistance with removal expenses.
Creche/nursery facilities may be available in certain cases. (26439) 133422

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
Education Department
OVENDEN SECONDARY SCHOOL
Nursery Lane, Ovenden, Halifax
A Temporary Teacher of MATHEMATICS (Scale 1) is required from Jauary 1982 (or as soon as possible hereafter) at this 11 - 16 co-educational Secondary Modern School. An ability to teach Technical Drawing will be an advantage but is not essential.
Applications by letter as soon as possible to the acting Head teacher giving full curriculum vitae and names and addresses of two referees. (32117) 133422

CROYDON
LONDON BOROUGH OF CROYDON
PURLEY BOYS' HIGH
Placehouse Lane, Old Coulsdon CR3 1YA
Telephone: 71-31176/9
Tenable: 1 Jauary 1981
Graduate for Mathematics required for two terms in this 14 - 16 High School. More than 70 pupils take the subject at 'A' Level. The post will include work at 'A' 'O' and C.S.E. Levels. School possesses micro-computer, also runs examination courses in Computer Studies with vast range of extra curricular activities. Suitable for new entrant or experienced teacher for whom scale post would be available.
Salary is Burnham Scale with London Area Allowance.
Please send S A E for application form from and returnable to the Head Teacher at the above address as soon as possible. (32155) 133422

DORSET
BLANDFORD UPPER SCHOOL
Milldown Road, Blandford
(Mixed Comprehensive 13 - 18, 760 on roll)
Required for January: Teacher of Mathematics (Scale 1) (Temporary for one term) to CSE and O level. Also to A level Statistics and Pure Maths for a suitably experienced and qualified candidate. Some computer studies also available.
Please apply immediately direct to Headmaster at school with names of two referees and curriculum vitae. (27450) 133422

GREATER MANCHESTER
JS BOYS SCHOOL
4 New Hall Road, Salford M7 0EL
Experienced, qualified teacher for Mathematics and General Science to 'CSE' and 'O' level is required in January. An interest in developing mixed ability individualized learning schemes would be helpful.
Apply directly to Dr John Meyer, 53 Waterpark Road, Salford M7 0JL. 061-740 1133. (27448) 133422

KENT
COUNTY COUNCIL
Education Department
Dartford Division
DARTFORD GRAMMAR SCHOOL FOR GIRLS
Shepherds Lane, Dartford, Kent DA1 2NT
Required September, or earlier if possible, well-qualified graduate to share in teaching Mathematics and Physics to 'O' and 'A' level.
Letters of application, curriculum vitae and the names and addresses of two people to whom reference may be made should be sent to the Headmistress as soon as possible.
SEVENOAKS DIVISION
THE EDEN VALLEY UPPER SCHOOL
Four Elms Road, Edenbridge, Kent
Group 8 - Roll 440 (13 - 18 Mixed)
Mathematics - SCale 1 post plus Fringe Allowance of £213 p.a.
Required for Summer Term 1982 or earlier if possible Mathematics teacher for a newly established Upper School. An ability to teach either -
(1) 'A' level mathematics,
(2) Computer Studies to 'O' level, or
(3) to Assist with Boys P.E. would be an advantage. Scale 1 post is available for a suitably qualified candidate.
Further details may be obtained from the Headmaster at the school. Please enclose s.a.e. (32136) 133422

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
CHATHAM
CHRISTCHURCH SECONDARY SCHOOL FOR GIRLS
Magpie Hall Road, Chatham, Kent
Required for January 1982, a temporary teacher for one or two terms for MATHEMATICS, mainly in the lower school. A non-specialist will be considered.
Please apply in writing (no application form) to the Headmistress, or telephone (Medway 0634 45196). (32183) 133422

ilea
Inner London Education Authority
Qualified teachers are invited to apply for the following posts.
Application forms and further details are available from the Head of the school unless indicated otherwise. Visits to schools by appointment are welcomed.
Inner London Area Payment (£759 p.a.) is made in addition to the appropriate Burnham salary scale.
Unless shown differently, the closing date for applications is 14 days from publication.
All secondary schools in the ILEA area are organised along comprehensive lines.
ILEA is an equal opportunities employer.

SECONDARY SCHOOLS

CAREERS
ISLINGTON GREEN (SM)
Prebend Street, N1 8PQ
Tel: 01-226 8611
Headmistress: Margaret Maden
Required asap a temporary Careers Teacher, Scale 2 or 3 depending on experience. Careers education includes options counselling, school-work transition and work experience supervision. Humanities teaching in Year 4 is also part of this post.
Closing date 17th December.

DRAMA
PIMLICO (SM)
Lupus Street, SW1V 3AT
Tel: 01-828 0881
Roll: 1550
Headmaster: Rodney Usher
Required from January 1982 for one term only in the first instance: A qualified and experienced teacher of Drama & Theatre Arts to examination level. Temporary terminal appointment but there is a possibility of an Acting Sc. 3 allowance for a suitably qualified applicant.

ENGLISH
Part-Time Post
SPENCE PARK (SB)
Trinity Road, Wandsworth Common SW18 3SB
Tel: 01-870 3213
Roll: 1300
Headmaster: A. R. B. Dix
Required from January 1982 Part-time (0.5) English teacher to join a friendly, committed department. Experience of CSE teaching an advantage.

ENGLISH AS A SECOND LANGUAGE
Head of Department
TOWER HAMLETS (SG)
Richard Street, Commercial Road E1 2JP
Tel: 01-790 6327
Roll: 800
Headmistress: Daphne Gould
Required from January 1982. An experienced teacher in Secondary Education with qualifications in English as a Second Language. Scale 3 post.

MODERN LANGUAGES
ERNEST BEVIN (SB)
Beechcroft Road
Tooting SW17 7DF
Tel: 01-672 8582
Roll: 1500
Headmaster: David Porter
Required asap. Deputy Head of Modern Languages (Scale 2). The school teaches both French and German to 'O' level and CSE. It is an advantage to teach both but not essential. Spanish also an advantage. Contact Mr. P. Hore, Deputy Head, to visit.

SIR WALTER ST JOHN'S (SB)
Battersea High Street,
Battersea SW11
Tel: 01-223 9355
Roll: 760
Headmaster: J. J. O'Brien
Required from 1st January, 1982 or asap: Scale 2 Teacher of German, with ability to teach some French.

LADY MARGARET CE (SG)
Parson's Green, SW6 4UN
Tel: 01-736 7138
Roll: 392
Headmistress: R. A. Cairns
Required from 1st March 1982 teacher able to offer French to 'A' level and some Spanish. Temporary post to cover maternity leave but might well become permanent. Possibility of scale post for suitable applicant able to act as temporary head of department. Please apply direct to the Headmistress enclosing c.v. and names and addresses of two referees, within 10 days of advertisement.

RELIGIOUS EDUCATION
ST URSULA'S CONVENT RC (SG)
Crooms Hill, Greenwich SE10 8HN
Tel: 01-858 4613
Roll: 550
Headmistress: Sr. Elizabeth Campbell
Required from Mid-February. Teacher for R.E. (Scale 1) throughout the school including 'O' level and Sixth Form work. Practising Catholic essential. The post will be temporary until the end of the summer term with the possibility of a permanent vacancy for September. Apply Headmistress with two referees and telephone number for contact.

REMEDIAL WORK
DEPTFORD GREEN (SM)
Amersham Vale SE14
Tel: 01-691 3236
Roll: 625
Headmistress: Mrs. M. M. Hill
Required asap Part-time (0.5) teacher for work mainly with withdrawal groups.

OTHER
FULHAM INTERMEDIATE TREATMENT CENTRE
Experienced teacher Scale II required asap for a new Intermediate Treatment Centre run by London Borough of Hammersmith and Fulham Social Services Department. The Centre, staffed by social workers and a teacher, provides an educational and social work programme for delinquent and truanting young people to prevent their reception into residential care or custody. The children are predominantly fourth and fifth year, mainly from local schools.
The successful applicant will be responsible for the Centre's educational content, but will also be expected to develop joint areas of work within the social workers and participate fully in planning for individual young people. He/She should be committed to team work.
Experience in the following areas would be an advantage: sport, crafts.
Applicants are advised to visit the Centre. Please telephone the Borough I.T. Officer, Charles Held on 01-731 4907 to arrange a convenient date and time.
Application form and job specification from Divisional Education Officer, (Ref PFW), Division One, 33 Notting Hill Gate, London W11 3JP. Tel: 01-727 8012 Ext: 270.

PRIMARY SCHOOLS
Posts of Responsibility
GALLIONS MOUNT JM & I
Purrett Road, Plumstead SE18 1JR
Tel: 01-854 2691
Roll: 370
Headmaster: R P Jeffkins
Required asap Scale 2 Junior class teacher able to develop and co-ordinate the music throughout the Junior classes but may be ultimately throughout the school. Ability to play the piano well is essential and an interest in other instruments is an advantage. The school is in a new semi-open planned building. Visits essential. Re-advertisement — previous applicants will be considered.

HOLY TRINITY CE (JM&I)
Upper Tulse Hill SW2 2RL
Tel: 01-674 9051
Roll: 360
Headmaster: Keith D Richards
Required asap. Experienced teacher to be responsible for music (Scale 3). Ability to organise and co-ordinate instrumental, choral and class teaching in a well-structured environment.

NURSERY SCHOOLS
NURSERY LIAISON TEACHER
Scale 2 peripatetic nursery liaison teacher required from a date to be arranged, to be based in the Greenwich area. The post will involve working alongside nursery teachers in one or more schools, in developing links with parents and in the community. Experience in nursery education is essential and some experience with under 3s desirable. Application forms and further particulars from FO/TS.1, Room 10, The County Hall, SE1 7PB. Tel: 01-633 6171 or 6380.

SPECIAL EDUCATION
DAY SCHOOLS
Post of Responsibility
NEW RIVER (VISUALLY HANDICAPPED) ALL AGE, M.
Clissold Road, N16 9EX
Tel: 01-249 0623
Roll: 55
Headmaster: Mr. D. R. Kettle
Required from 1st January 1982 Teacher Scale 2(S) for science and some remedial work, and be in charge of school resources. Please state any other individual interests. Previous applications still stand. Re-advertisement.

Scale 1 Post
WEDGWOOD ESN (M)
Mund Street, W14 9LY
Roll: 147
Required asap Teacher Scale 1 + SSA with Infant/Junior experience for mixed junior class. Music ability an asset but not essential.

TEACHERS CENTRES
SHERBROOKE TEACHERS CENTRE
(Post 229)
A DEPUTY WARDEN
(Permanent Scale 4) is sought for this Teachers Centre serving 170 local schools (all types) in Division 1 (Kensington and Chelsea and Hammersmith and Fulham). Application is invited from teachers of considerable experience and mature personality from any background who are interested in a diverse and challenging professional role.
The Deputy Warden will have major responsibilities in the Centre's daily running and in a small team of professional media resources, administrative and support staff.
Duties include short course planning, school focused curriculum development, school focused INSET: servicing committees, writing reports, preparing publications, headteacher and Inspectorate liaison, visiting schools, budgeting, accounting, teaching, hosting association management. Urban/multi-ethnic expertise or qualifications would be highly desirable.
The person appointed will enjoy flexible working hours and holidays to compensate for unsocial hours. Teachers not available until summer 1982 may apply.
Application forms are obtainable from and returnable to The Education Officer, EO/TS12/1, John Harvard Building, Copperfield Street, London SE1 0LM.

BATTERSEA HOME ECONOMICS TEACHERS CENTRE:
Polytechnic of the South Bank, Manor House Site, Northside Clapham Common, London SW4 (Post 230)
Required from Easter 1982 a WARDEN to have responsibility for home economics in-service courses for teachers working in the southern part of schools and colleges in the southern part of the Authority. This teachers centre has a strong commitment to curriculum development and the person appointed is expected to assume a leadership role and to make an important contribution in this area, to the work of the home economics team. Future developments are likely to include new courses for young people in the 16/19 age group with special attention being given to meeting the needs of both boys and girls.
Applications are invited from teachers with extensive and successful teaching experience in secondary schools and possibly in further and or higher education.
Salary will be at Burnham Headship Group 6.
Application forms are available from and returnable to: The Education Officer, EO/TS12/1, John Harvard Building, Copperfield Street, London SE1 0LM (Tel: 01-928 3877).
TES13/00/00

SECONDARY MATHEMATICS
continued

KIRKLEES
METROPOLITAN COUNCIL
MOOR END HIGH SCHOOL
Dryclough Road, Crosland Moor, Huddersfield HD4 5JA
(Ref 514)
(1200 Mixed)
Required for Easter 1982, a MATHEMATICS teacher, SCALE 1 to join a successful team of eight specialists.
Application forms available (s.a.e please) from the Headmaster, to whom they should be returnd as soon as possible. (32169) 133422

NORTH YORKSHIRE
COUNTY COUNCIL
NORTHALLERTON GRAMMAR SCHOOL
MATHEMATICS teacher required for 1 January, 1982, preferably able to offer Mathematics from CSE to 'A' level.
Full-time permanent post available, but could be temporary/part-time. Anyone offering up to 'O' level only would be considered.
Apply by letter to the Headmaster at the school as soon as possible, giving names of two referees. (26557) 133422

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
GUILSBOROUGH COUNTY SCHOOL
West Haddon Road, Guilsborough, Northampton
Required for Easter 1982, or earlier if possible TWO TEACHERS OF MATHEMATICS. A Scale 2 post is available for someone of proven experience in teaching C.S.E. and 'O' level classes.
Guilsborough is an 11 - 18 co-educational Comprehensive School of 1330 pupils of whom 182 are Sixth Formers. It serves a rural catchment area to the NW of Northampton.
Application, by letter please, naming two referees, to the Headmaster from whom further details are available. (32198) 133422

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
NORTH CHADDERTON SCHOOL
Chadderton Hall Road, Chadderton, Oldham
Required for January 1982 at this 11 - 18 mixed comprehensive school of about 1,320 pupils. SCALE 1 Teacher of MATHEMATICS for temporary post to August 1982 to teach up to C.S.E. Syllabus C level.
Apply immediately by letter to the Head of the school, giving full details, including two referees. Send s.a.e.(s) if receipt of result of application required. (32188) 133422

ROTHERHAM
METROPOLITAN BOROUGH OF ROTHERHAM
DEPARTMENT OF EDUCATION
OLD HALL COMPREHENSIVE SCHOOL
11 - 16 Mixed. Approx. 1041 on roll
Required as soon as possible.
ASSISTANT TEACHER SCALE 1
Required for Mathematics across the age and ability range. Department organised on traditional lines. Temporary or part-time arrangement considered.
Closing date: As soon as possible.
Applications by letter, to the Headteacher, Old Hall Comprehensive School, Kimberworth, Rotherham S61 3BD.
B. W. Ellis, Director of Personnel Resources. (27473) 133422

Modern Languages

Heads of Department

BARNSLEY
PRIORY SCHOOL
Littleworth Lane, Lundwood, Barnsley S71 5RG
(11 - 16 Mixed Comprehensive
No on roll 886)
Headteacher: Mr. D.A.L. Every BA FRGS
Required for April 1982: HEAD OF MODERN LANGUAGES (scale 3)

Dynamism and innovatory ideas are as vital as lenghty experience. French is taught throughout the school G.C.E. 'O' level and CSE levels; German is offered as a second language European Studies and the language component of a City and Guild Foundation Course are also offered at examination level. The post falls vacant due to a promotion to a Deputy Headship.
Application forms and further details are available from and returnable to the Headteacher within two weeks of th appearance of this advertisment (SAE please). (32405) 133618

KNOWSLEY
METROPOLITAN BOROUGH OF KNOWSLEY
KNOWSLEY THE GONZAGA RC COMPREHENSIVE SCHOOL
Wellicroft Road, Huyton, Merseyside.
(640 boys and girls, 11 - 16. SPA payable)
For April 1982: HEAD OF MODERN LANGUAGES, Scale 4.
The successful candidate preferably be a graduate and hold a Catholic RE Teacher's Certificate. The post involves teaching one of French, Spanish and English to 'A' level.
Letters of application including curriculum vitae, should be forwarded to the Headmaster by 18th December 1981. (27466) 133618

Scale 2 Posts and above

CORNWALL
EDUCATION COMMITTEE
There is a Removal Expenses Scheme for Permanent Appointments.
HELSTON SCHOOL
Church Hill, Helston, Cornwall TR13 8NR
Group No: 13
No. on Roll: 1605
Sixth Form of: 200
Headmaster: Mr A. S. Worrall, JP, BSc
HEAD OF SPANISH - SCale 3
Required for September 1982 a teacher of Spanish to be second in the Languages Department, and responsible for Spanish, which is taught to 'O' and 'A' level. French 'O' level is an essential second subject requirement.
Application forms from the Headmaster on receipt of stamped addressed envelope. (26463) 133620

NEWHAM
LONDON BOROUGH OF NEWHAM
WOODSIDE SCHOOL
Woodside Road, London E13 8RX
Headteacher: Mr. F. J. Jones
Number on roll: 906
ASSISTANT HEAD OF MODERN LANGUAGES - Scale 2
Required April 1982. A teacher of French and German required. The department consists of 4 full-time staff teaching both German and French from 1st to 6th form. An ability to teach French to 'A' level an advantage.
London Allowance £759 plus Social Priority Allowance.
Application forms (s.a.e. please) available from the Director of Education, to whom completed forms should be returned by 15th December, 1981.
Director of Education, Education Offices, Broadway, Stratford, London, E15 4BH. (27479) 133620

Scale 1 Posts

ESSEX
RICKSTONE SCHOOL
(Roll 804)
Conrad Road, Witham CM8 2SD.
Tel: Witham 515756.
LANGUAGE TEACHER SCALE 1.
Required January or April, Temporary Teacher for French/German.
Please send curriculum vitae to the Headteacher (foolscap s.a.e. please). (27260) 133622

HULL
HYMERS COLLEGE
Hull
(H.M.C. DG/Independent 800 boys)
Required for September 1982, MODERN LINGUIST to teach FRENCH or FRENCH and GERMAN. Work available all levels to suit qualifications and interests of person appointed. Help with games (rugby and cricket) an asset. Burnham Scale 1/II.
Write to the Headmaster with usual details and names, addresses and telephone numbers of two referees. (27087) 133622

SOLIHULL
EDUCATION COMMITTEE
SHARMANS CROSS SCHOOL
Radbourne Road, Shirley, Solihull B90 3RS
West Midlands
Required for January 1982, SCALE I TEACHER OF FRENCH AND EUROPEAN STUDIES for all abilities throughout the school to 'O' Level and C.S.E. standards.
Applications by letter enclosing curriculum vitae, the names of two referees and S.A.E. to The Headmistrese. (26570) 133622

SURREY
ST. ANDREW'S C OF E SCHOOL
Cobham
Required for January 1982. Teacher of French and English. Temporary appointment for two terms but possibility of permanent post later. To teach to C.S.E. level in this Junior Comprehensive School.
Application forms and further details from the Headmaster - Cobham 2512. (27465) 133622

WILTSHIRE
DEVIZES SCHOOL
(11 - 18 mixed comprehensive: 1550 on roll)
Headmaster: D. J. W. Williams, M.A.
Required for January 1981, a temporary teacher of FRENCH and GERMAN as a result of maternity leave. Some O and A-level work is involved.
Further details and forms are available from the Headmaster, Devizes School, The Green, Devizes, (please enclose s.a.e.). Completed forms and a letter of application should be returned within ten days of the appearance of this advertisement. (26540) 133622

Music

Heads of Department

DUDLEY
METROPOLITAN BOROUGH
THE MONS HILL SCHOOL
Wren's Hill Road, Dudley, West Midlands
(12 - 16 co-ed. comp. 600 on roll)
For 20th April, HEAD OF MUSIC DEPARTMENT (Scale 3).
Application forms/details (foolscap SAE) from Headmaster. (27497) 133818

Scale 2 Posts and above

LEICESTERSHIRE
MUNDELLA SCHOOL
Wycombe Road, Leicester
Comprehensive 11 - 16
Roll 1200
MUSIC Scale two
Required January or April, well qualified teacher to share in teaching of music throughout school and to assist in continuing to promote the wide range of musical activities already established in the School.
Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (32363) 133820

Scale 1 Posts

CUMBRIA
COUNTY COUNCIL
PERIPATETIC TEACHER OF WOODWIND INSTRUMENTS
Applications are invited for a full-time Woodwind Teacher to join an established team of instrumental teachers in the North East division of Cumbria from 1st January, 1982. Scale 1.
The post is based in Carlisle and covers schools in and around the city.
A casual user car allowance is available. Further details and application forms available from the Director of Education, 5 Portland Square, Carlisle, Cumbria as soon as possible. 133822

KENT
COUNTY COUNCIL
Education Department
Dartford Division
DARTFORD GRAMMAR SCHOOL FOR GIRLS
Shepherds Lane, Dartford, Kent DA1 2NT
Required well-qualified graduate to share in teaching Music throughout the school. This is a part time post of about 15 x 40 minute periods in a seven-day week, equivalent to 7 hours in five-day week.
Letters of application, curriculum vitae and the names and addresses of two people to whom reference may be made should be sent to the Headmistress as soon as possible. (32134)

ESSEX
THE HONYWOOD SCHOOL
(Roll 570)
Westfield Drive, Coggeshall, Nr. Colchester.
Tel: Coggeshall (0376) 61231.
PART-TIME MUSIC TEACHER SCALE 1.
Required January, qualified Teacher (capable of teaching Music to C.S.E. level). This is a temporary appointment for two terms (3 days per week).
Further details and application forms from the Headmaster (foolscap s.a.e. please). (27273) 133822

MANCHESTER
CITY OF MANCHESTER
EDUCATION COMMITTEE Applications are invited from suitably qualified/experienced musicians for full time instrumental teaching posts in the City of Manchester Music Centres. (Scale 1).
Specialists in the following instruments are required, but applications from teachers of other instruments would be received and held for reference later. 1. Upper Strings, 2. Woodwind (with flute at high level).
Application forms from the Chief Education Officer, Education Offices (52/IT) Crown Square, Manchester M60 3BB to whom they should be returned. Closing Date: 16th December, 1981. (32159) 133822

Pastoral

Heads of Department

AVON
COUNTY OF AVON
ST. BEDE'S R.C. COMPREHENSIVE SCHOOL
Lawrence Weston, Bristol, BS11 0SU
(863 Pupils (Mixed) : 11 - 18)
REQUIRED FOR APRIL 1982: HEAD OF HOUSE (Scale 4).
The Governors wish to appoint a practising Catholic to take senior pastoral responsibility for a house of some 200 pupils (11 - 18).
Please send stamped addressed envelope to the Head at the School for further details. (26431) 134018

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
YORKSHIRE MARTYRS COLLEGIATE SCHOOL
13 - 18 years, Co-educational.
R.C. Voluntary Aided Upper School, 995 on Roll
Required for Easter 1982, or earlier if possible, a well qualified experienced and enthusiastic Head of Guidance and Counselling (Scale 4). The successful applicant will be responsible for all aspects of educational, vocational and personal guidance throughout the school and will have the opportunity to make a major contribution to curriculum and pastoral care.
Practising Catholic preferred.
Application forms and further details may be obtained (s.a.e. please) from the Headteacher, Yorkshire Martyrs Collegiate School, Westgate Hill Street, Tong, Bradford BD4 6NR, to whom completed forms should be returned by 18th December 1981. (32167) 134018

Scale 2 Posts and above

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
Education Department
EASTFIELD SECONDARY SCHOOL
Stoney Lane, Lightcliffe, Halifax HX3 8TL
Required from Easter 1982, YEAR 3 TUTOR (Scale 4) to take responsibility for the guidance, welfare and educational development of a year group of 180 pupils. Persons interested in this important, interesting and demanding post should first obtain further information about it from the Headteacher (foolscap SAE please), before submitting application forms. Please also state teaching subject(s) offered.
The closing date for applications is 15 January 1982. (26547) 134020

Physical Education

Heads of Department

BARNSLEY
DARTON HIGH SCHOOL
Churchfield Lane, Kexbrough Barnsley.
(11-18 mixed comprehensive
No on roll 1540)
Headteacher: Mr. H Crowther
HEAD OF PHYSICAL EDUCATION
(Scale 4)
Required for April 1982: An enthusiastic specialist teacher of flair, perception and commitment is required for the post of Departmental Head in this group 12, 11 - 18 split site comprehensive school. The successful applicant will assume responsibility for a department of eight specialist teachers and the extensive and excellent indoor and outdoor facilities.
Application by letter giving full curriculum vitae and names and addresses of two referees to the Headteacher as soon as possible. (32407) 134218

Scale 2 Posts and above

DEVON
Please see displayed advertisement on page 40. (27416) 134220

SUFFOLK
HOLBROOK HIGH SCHOOL
(11 - 16 mixed comprehensive roll 365)
Holbrook, Ipswich IP9 2QX
Experienced Teacher of Girls' Physical Education Scale 2, required April 1982, an interest in Health Education and/or French an advantage.
Forms and further details available from Headteacher at the school (s.a.e. please) to whom they should be returned. (27272) 134220

Scale 1 Posts

BARNET
LONDON BOROUGH
FINCHLEY MANORHILL SCHOOL
Summers Lane, Finchley, N12. 01.368.1783.
Mixed Comprehensive.
Roll 1096
Sixth Form 169
Required January 1982, Scale 1 teacher of BOYS' PHYSICAL EDUCATION AND GAMES. A strong interest in Athletics and ability to offer a second teaching subject would be a recommendation.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher with full c.v. and names of two referees, S.A.E.
Director of Educational Services. (32142) 134222

KIRKLEES
METROPOLITAN COUNCIL
SALENDINE NOOK HIGH SCHOOL
New Hey Road, Salendine Nook, Huddersfield HD3 4GN
Tel: 657541
(Ref. 504)
(11 - 16 Comprehensive: 1,450 pupils)
This comprehensive school shares a 65 acre site with a Sixth Form College to the West of Huddersfield, one mile from the M62.
Required for the beginning of the Spring or Summer Term 1982, a teacher (SCALE 1) for GIRLS'S PHYSICAL EDUCATION and GAMES to join a department of three staff. The school possesses two gymnasiums, an indoor heated swimming pool, an athletic track, tennis courts and extensive playing fields. All major games are played and a wide range of sports activities has been developed. There will be an opportunity for the person appointed to develop) specialist interests.
Application forms and further particulars (s.a.f.e. please) obtainable from the Headmaster. (32392) 134222

LEICESTERSHIRE
WYCLIFFE SCHOOL AND BRAUNSTONE COMMUNITY EDUCATION PROJECT
Hamelin Road, Leicester.
Comprehensive 11 - 16
Roll 689
GIRLS P.E. AND MATHS
Scale one - temporary " S.P.S.
Required January to cover maternity leave, enthusiastic teacher to take girls physical education and mathematics. Ability to take a small group of senior pupils for child care anadvantage.
Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (32363) 134222

LEICESTERSHIRE
LONGSLADE COLLEGE
Wanlip Lane, Birstall Leicester
In the Leicestershire plan for the organisation of secondary education
Upper 14 -18
Roll 1140
P.E.
Scale one - temporary
Required January, for at least 2 terms, teacher of P.E. with Drama and/or Dance. State skills and strengths.
Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (32369) 134222

ROTHERHAM
METROPOLITAN BOROUGH OF ROTHERHAM
DEPARTMENT OF EDUCATION
SWINTON COMPREHENSIVE SCHOOL
11 - 18 Mixed
Approx. 1603 on roll.
Approx. 156 in 6th form
Required for Jauary, 1982,
ASSISTANT TEACHER SCALE 1
Required for Boys P.E. while good all-round ability is looked for, qualifications in soccer and athletics would be an added recommendation. Further particulars available from the school, telephone Rotherham 582586.
Closing date: 15th December, 1981.
Applications by letter, to the Headteacher, Swinton Comprehensive School, East Avenue, Swinton, Mexborough S64 8JW.
B. W. Ellis, Director of Personnel Resources. (27470) 134222

SHROPSHIRE
EDUCATION COMMITTEE
MADELEY COURT SCHOOL
Court Street, Madeley, Telford, TF7 5DZ
7 Form entry mixed 11-18 Comprehensive
Required for January or April, 1982. Scale 1 (possibility of Scale 2 post for suitable candidate) TEACHER FOR GIRLS' P.E. Opportunity to work in a lively enthusiastic department. Excellent facilities including gymnasium, sports hall, swimming pool, redgra area, ski slope, and extensive playing fields.
Further details and application form from the Headmaster at the school (S.A.E.). (27282) 134222

SHROPSHIRE
EDUCATION COMMITTEE
LUDLOW SCHOOL
Bromfield Road, Burway, Ludlow SY8 1DR
Temporary Scale 1 post for TEACHER OF BOYS P.E. with English an advantage for 2 terms Spring and Summer.
Application forms from Headmaster (s.a.e.). (27284) 134222

STAFFORDSHIRE
EDUCATION COMMITTEE
GREAT WYRLEY HIGH SCHOOL
Hall Lane, Great Wryley, Walsall WS6 6LQ
Required for January, or April, 1982 in this 13 - 18 High School, serving local villages, a TEACHER OF PHYSICAL EDUCATION (GIRLS) SCALE 1. This is a strong department with excellent facilities.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
All applicants are asked to note that it is the County Council's view that it is desirale for their employees to be members of an appropriate Trade Union. (26567) 134222

STAFFORDSHIRE
EDUCATION COMMITTEE
JOHN TAYLOR HIGH SCHOOL
Dunstall Road, Barton under Needwood, Burton on Trent
Required for 1st January, 1982, ASSISTANT TEACHER FOR BOYS' PHYSICAL EDUCATION (SCALE 1). Vacancy due to promotion. A special interest in soccer would be a recommendation for the post. During the first two terms, the successful candidate will be expected to deal with Lower School Science teaching. The school has a very strong P.E. Department.
Applications by letter to the Headmaster at the school as soon as possible.
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (26568) 134222

Religious Education

Heads of Department

HAVERING
LONDON BOROUGH OF HAVERING
CHASE CROSS SCHOOL
(Roll 1266 Co.Ed)
TEMPORARY RELIGIOUS EDUCATION, SCALE 1.
Required January 1982 for 1 term only.
For further details please see our advertisement under Secondary Religious Education, Scale 1. (27263) 134418

Scale 1 Posts

BARNET
LONDON BOROUGH
ORANGE HILL JUNIOR HIGH SCHOOL
Hamonde Close, Edgware, Middx. 01.959.4604
Mixed Comprehensive
Roll 540, 11 - 14
Required JANUARY 1982, teacher of RELIGIOUS EDUCATION and girls' GAMES. Scale 1. Part-time post - (.5).
Application forms from Headmistress. (S.A.E.).
Director of Education Services. (32148) 134422

CORNWALL
EDUCATION COMMITTEE
WADEBRIDGE SCHOOL
Gonvena Hill, Wadebridge, PL27 6BU
Group No: 10
No. on Roll: 1080
Headmaster: Mr J. C. Godwin, BSc
RELIGIOUS EDUCATION (Scale 1)
Qualified Teacher of Religious Education (Scale 1) required for Jauary 1982. This is a temporary post for two terms.
This delightful North Cornwall School has two full time teachers of RE and enjoys strong links with Social Studies and Personal Responsibility Courses. Willingness to participate in the wider life of the School and Departmental meetings very desirable.
Please apply by letter, including curriculum vitae and names and addresses of two referees, to the Headmaster. (26465) 134422

ENFIELD
LONDON BOROUGH OF ENFIELD
KINGSMEAD SCHOOL
Southbury Road, Enfield, Middx EN1 1XQ
Roll 1,300
Required January 1982, or a.s.a.p thereafter, RELIGIOUS EDUCATION teacher (scale 1). Religious Education is taught in first two years as part of the Humanities - as a separate subject in years 3 - 5. C.S.E., and 'O' level examination courses are firmly established and on a multi-cultural basis.
London Allowance £488.
Application forms (foolscap SAE) obtainable from the Head Teacher at the school, to be returned as soon as possible. (32179) 134422

HAVERING
LONDON BOROUGH OF HAVERING
CHASE CROSS SCHOOL
(ROLL 1266 Co.Ed.)
Havering Road, North, Romford RM1 4YY.
Telephone: Romford 47353.
Headteacher: D.A. Steward B.A.
TEMPORARY RELIGIOUS EDUCATION SCALE 1.
(u83Required January 1982 for 1 term only, to teach in a strong department. Scale 3 post as acting Head of Department available for a strong candidate.
Letters of application should be sent to the Headteacher giving full curriculum vitae and quoting two referees. Closing date: 14 days after the appearance of this advertisement. (27265) 134422

SHROPSHIRE
EDUCATION COMMITTEE
THE JOHN HUNT SCHOOL
Gibbons Road, Trench, Telford, TF2 7JR
(11 - 16, 1100 mixed)
TEACHER OF R.E. (Scale 1) required for January, for broad age and ability range.
Letters of application with curriculum vitae and names of two referees to the Headmaster at the school (S.A.E. for further details). (27254) 134422

Science

Heads of Department

HUMBERSIDE
COUNTY COUNCIL
Education Department
Kingston upon Hull Division
EASTFIELD JUNIOR HIGH SCHOOL
Eastfield Road, Hull
Head: P. Tarbitten
Required for Easter, 1982, a HEAD OF SCIENCES (Scale 3).
The successful applicant will be required to supervise the teaching and schemes of work in Science throughout the whole age and ability range of this 9 - 13 years school.
A good teaching record in Science is more important than high academic qualifications.
Further details and application forms may be obtained from the Head to whom completed forms should be returned by 18th December. (32349) 134818

Lancashire County Council
Unless otherwise stated the following vacancies are required for 1st January 1982.
Closing date: 14th December 1981.
PRIMARY SCHOOL
Application form and addresses to whom completed forms should be sent, (and stamped addressed foolscap envelope to Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ.
NELSON ST. PHILIP'S C.E (AIDED)
Nelson (Roll 110)
1st January 1982 or as soon as possible after
SCALE 1 + SPA – INFANT/JUNIOR – ANGLICAN COMMUNICANT PREFERRED
SECONDARY SCHOOLS
Forms/further details for the above four posts, from and returnable to the Headteacher at the school. S.A.E. please.
THORNTON CLEVELEYS MILLFIELD COUNTY HIGH
Belvedere Road, Thornton, Cleveleys (Roll 1040)
1st May, 1982
SCALE 3 – HEAD OF PHYSICS
LANCASTER SKERTON COUNTY SECONDARY
Owen Road, Lancaster (Roll 780; 11–16 Mixed)
SCALE 1 – REMEDIAL TEACHER. ABILITY TO TEACH A SUBJECT TO EXAMINATION LEVEL ADVANTAGE
PENWORTHAM PRIORY COUNTY HIGH
Crow Hills Road, Penwortham, Preston (Roll 970)
SCALE 1 – HOME ECONOMICS
TEMPORARY POST
THORNTON CLEVELEYS MILLFIELD COUNTY HIGH
Belvedere Road, Thornton, Cleveleys (Roll 1040)
1st January 1982, to 30th April, 1982
TEMPORARY – SCALE 1 – PHYSICS

SECONDARY SCIENCE
continued

KENT
COUNTY COUNCIL
Education Department
Medway Division
TEMPLE SECONDARY BOYS' SCHOOL
Brompton Farm Road,
Frindsbury, Rochester, Kent
Roll: 670
Applications are invited from suitably qualified and experienced teachers for the post of HEAD OF SCIENCE DEPARTMENT. Scale 4, to commence duties at the the beginning of the Summer Term 1982. The school has 4 laboratories and the services of a full-time laboratory technician.
At present General Science is taught to all boys in the first three years and science is a popular choice in the fourth and fifth year option system. Physics is taught to C.S.E. and G.C.E. 'O' level and Integrated Science to C.S.E. level.
An enthusiastic teacher is required who will lead the department in continuing this work, but who will be aware of the possibilities of extending the range of courses which may be offered.
Applications should be made to the Headmaster by letter, giving details of qualifications, experience and the names of 2 professional referees. A job specification will be sent to all applicants. (32130) 134818

STAFFORDSHIRE
EDUCATION COMMITTEE
ST. JOHN FISHER R.C. (A) HIGH SCHOOL
Ashfields New Road, Newcastle. ST5 2SJ
Required for Easter or September, 1982 HEAD OF CHEMISTRY Scale 3, for this Group 11, Roman Catholic Comprehensive School (number on roll 847, age range 11+ to 18+). Candidates should offer Chemistry to C.S.E., G.C.E. 'O' and 'A/S' Levels.
Full details and application forms are obtainable from and returnable to the Headteacher (s.a.e.).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (27453) 134818

Scale 2 Posts and above

SUFFOLK
ORWELL HIGH SCHOOL
(11 - 18 mixed comprehensive roll 1114)
Maidstone Road, Felixstowe IP11 9EF
Required April 1982, or earlier if possible, Scale 1 Teacher to share in 'A' level Biology work and lower school science. A Scale 2 post available for suitably qualified candidate with previous experience of 'A' level teaching.
Forms and further details available from Headteacher at the school (s.a.e. please) to whom they should be returned. (27270) 134820

Scale 1 Posts

BARNSLEY
CHARTER SCHOOL
Broadway, Barnsley S70 6RA
(11 - 16 Mixed Comprehensive No on roll 645)
Headteacher: Mr. M.P. Kaye BA
Required for January 1982:
TEACHER OF PHYSICS (scale 1)
To teach the subject to C.S.E. and G.C.E. 'O' level standards. Some General Science is required.
Applications by letter giving full curriculum vitae and names and addresses of two referees to the Headteacher as soon as possible. (32408) 134822

BEDFORDSHIRE
SOUTHERN AREA
HOUGHTON REGIS UPPER SCHOOL
Parkside Drive, Houghton Regis, Beds.
Headmaster: Mr. A. C. Bider B.A.
Required for January 1982, a teacher of Physics and Chemistry (Scale 1) for this developing Upper School. Excellent modern laboratories and support facilities, micro-computer and on line computer link. Ideal opportunity for young graduate to join team of 7 science teachers. An interest in Technology would be an additional advantage. Separate sciences taught to CSE 'O' and 'A' levels and University Entrance. Sixth Form work available for suitably qualified candidate.
Applications forms are obtainable from and returnable to the Headmaster at the school (s.a.e. please). (27276) 134822

BERKSHIRE
GARTH HILL SCHOOL
Sandy Lane, Bracknell
N.O.R. 1160.
TEACHER OF COMBINED SCIENCE
In the first and second years and Biology in Years 3 and 4 is required from January to cover maternity leave. Possibility of permanent post.
Applications should be sent to the Headmistress (sae). Tel. Bracknell 21122. Closing date December 14. (26430) 134822

BERKSHIRE
RYEISH GREEN SCHOOL
Spencers Wood, Nr. Reading RG7 1EP
N.O.R. 860
Required January 1982 (if possible)
TEACHER OF CHEMISTRY (Scale 1)
This post has good promotion prospects. Ability to teach up to 'A' level is preferable. This is a permanent post but a temporary appointment will be considered if necessary.
Please apply in writing to the Headmaster stating: qualifications experience (if any), age and interests. (sae). (32410) 134822

BEXLEY
LONDON BOROUGH
ST. MARY & ST. JOSEPH'S R.C. SCHOOL
Chislehurst Road, Sidcup, Kent, DA14 6BP
Tel: 01-309 7700
Chemistry teacher, Scale 1, required as soon as possible to assist in the teaching of the subject throughout the School. Chemistry is a well established subject in the School and courses lead to both 'O' and 'A' level examinations. Applications from newly qualified teachers are welcomed.
L.A.A. £498. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Further details and application forms are available from the Headmaster eitherin writing or by telephone. (26563) 134822

BOLTON
METROPOLITAN BOROUGH
Required from 1st Jauary 1982 to 31st July 1982.
ST. CUTHBERT'S R.C. SCHOOL
Old Kiln Lane, Bolton BL1 5EX
PHYSICS SCALE 1
Temporary teacher to teach Physics to G.C.E. 'O' and 'A' levels.
HARPER GREEN SECONDARY SCHOOL
Harper Green Road, Farnworth BL4 0DH
REMEDIAL SCALE 1
Temporary teacher required for English/Remedial support.
Application forms obtainable from Director of Education, P. O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned to appropriate Head Techer by 16th Doremberm, 1981. (32149) 134822

DEVON
Please see displayed advertisement on page 40. (27417) 134822

HAVERING
LONDON BOROUGH OF HAVERING
ST. EDWARDS SCHOOL
(Roll 1060 Co.Ed. - Sixth Form 170)
Aided C of E Comprehensive.
London Road, Romford RM7 9NX.
Headteacher: J. E. Gwinnell M.A.
Telephone: Romford 42809
(1) TEMPORARY SCIENCE SCALE 1.
Required as soon as possible (full-time preferred, though part-time considered). Ability to teach Physics to C.S.E. and 'O' level helpful but not essential.
(2) TEMPORARY SCIENCE SCALE 1.
Required January 1982 for one or two terms only. Ability to teach 'A' level Biology helpful but not essential.
Letters of application should be sent to the Headteacher giving full curriculum vitae and quoting two referees. Closing date: 14 days after the appearance of this advertisement. (27266) 134822

HERTFORDSHIRE
HABERDASHERS' ASKE'S SCHOOL FOR GIRLS
Elstree
require temporary full or part-time well qualified Biologist. See Independent Sector. (27042) 134822

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Sevenoaks Division
THE EDEN VALLEY UPPER SCHOOL
Four Elms Road, Edenbridge. Kent
Group 8 - Roll 440
(13 - 18 mixed)
Mathematics - Scale 1 post plus Fringe Allowance of £213 p.a.
Required for Summer Term 1982 or earlier if possible Mathematics teacher for a newly established Upper School. An ability to teach either - (1) 'A' level mathematics. (2) Computor Studies to 'O' level. or (3) To assist with Boys' P.E. would be an advantage. Scale 2 post is available for a suitably qualified candidate.
Further details may be obtained from the Headmaster at the school. Please enclose s.a.e. (32135) 134822

KENT
COUNTY COUNCIL
Education Department
Dartford Division
DARTFORD GRAMMAR SCHOOL FOR GIRLS
Shepherds Lane, Dartford, Kent
Required September, or earlier if possible, well-qualified graduate to share in teaching Physics and Mathematics to 'O' and 'A' level.
Letters of application, curriculum vitae and the names and addresses of two people to whom reference may be made should be sent to the Headmistress as soon as possible. (32133) 134822

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Medway Division
CHRISTCHURCH SECONDARY SCHOOL FOR GIRLS
Magpie Hall Road, Chatham, Kent
Required from the end of January 1982 for two terms, as a result of maternity leave, teacher of BIOLOGY or GENERAL SCIENCE. EPA allowance available.
Apply in writing to the Headmistress (no application form) giving full details, together with the names of 2 referees. (32185) 134822

LEICESTERSHIRE
GUTHLAXTON COLLEGE
Station Road, Wigston Magna. Leicester.
In the Leicestershie plan for the organisation of secondary education
Upper 14 - 18
Roll 1400
PHYSICS
Scale one
Required January or April. Temp, Full or Part-time post considered.
Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (32360) 134822

NEWHAM
LONDON BOROUGH OF NEWHAM
WOODSIDE SCHOOL
Woodside Road, London E13 8RX
Head Teacher: Mr. F. J. Jones
Number on roll: 906
TEACHER OF BIOLOGY - Scale 1
Required February 1982. A teacher is required to teach Biology throughout the school. Courses leading to C.S.E., G.C.E. 'O' and 'A' level examinations are provided by the department.
London Allowance: £759 plus Social Priority Allowance.
Application forms (s.a.e. please) available from the Head Teacher, to whom completed forms should be returned by 15th December, 1981.
Director of Education, Education Offices, Broadway, Stratford, London, E15 4BH. (27478) 134822

SUFFOLK
ORWELL HIGH SCHOOL
(11 - 18 mixed Comp. Roll 114)
Maidstone Road, Felixstowe IP11 9EF.
BIOLOGY TEACHER Scale 1, required April or earlier.
For further details see our advertisement under Secondary Science Scale 2 and above. (27271) 134822

NEWHAM
LONDON BOROUGH OF NEWHAM
STRAFORD SCHOOL
Upton Lane, London E7 9PR
Head Teacher: A. C. Chamberlain
Number on roll: 1160
TEACHER OF BIOLOGY - Scale I
Required January 1982. To teach Biology and some General Science in years 1 to 5. There are well established courses to G.C.E. 'O' and 'A' levels and for C.S.E. Post suitable for a first appointment.
London Allowance: £759.
Application forms (s.a.e. please) available from The Head Teacher, to whom completed forms should be returned by 15th December, 1981.
Director of Education, Education Offices, Broadway, Stratford, London, E15 4BH. (27477) 134822

ROCHDALE
METROPOLITAN BOROUGH OF ROCHDALE
EDUCATION DEPARTMENT
SUTHERLAND HIGH
Sutherland Road, Darnhill, Heywood
Tel. Heywood 60466
(11 - 18)
TEMPORARY SCALE 1 from January 1982. BIOLOGY, preferably with Chemistry as a second subject to teach to all levels (11 - 18).
Letter of application stating details of age, education and experience together with the names and addresses of two referees to the Headteacher at the school to be received no later than Friday 11 December 1981. (26455) 134822

SHEFFIELD
CITY OF EDUCATION DEPARTMENT
HIGH GREEN SCHOOL
Pack Horse Lane, High Green, Sheffield S30 4HY
Tel: 847561
Required for January, 1982, at this newly established school (1977) a temporary Chemistry teacher, scale 1, for 2 terms to teach the subject and Combined Science throughout the school.
Further details and application forms are available from the Head Teacher to whom they should be returned by 11th December. (27460) 134822

WILTSHIRE
DAUNTSEY'S SCHOOL
West Lavington, Near Devizes, Wiltshire
H.M.C./Coeducational - approx. 500 pupils
Sixth Form College for Lavington Comprehensive School
Well qualified teacher of Physics required for the SUMMER TERM ONLY during the absence on study leave of the Head of Department.
Salary according to qualifications and experience - above Burnham.
Full details from the Head Master to whom applications should be made accompanied by a curriculum vitae and the names of two referees. (27489) 134822

Social Studies

Heads of Department

KENT
COUNTY COUNCIL
Education Department
GRAVESHAM DIVISION
THE GORDON SCHOOL
Lower Higham Road, Gravesend Kent, DA12 2LZ
Headmaster - D. H. Bridger, M.Sc., M. I. Biol
Required for the Beginning of the Summer Term 1982, Head of Sociology Department. Scale 3 post.
The Gordon School is a High School within the Thames-side Scheme for the organisation of Secondary Education, and there are 1000 pupils on roll. There is a comprehensive intake of pupils at 11+ with the transfer of some to Upper Schools at 13+. The majority of pupils remain in the school until 16+ and there is a small Sixth Form.
All pupils study Sociology during their first three years in the school and many choose Sociology as one of their option subjects for study in the 4th and 5th years. Pupils study G.C.E. and C.S.E. examinations in Sociology.
Applications from suitably qualified and experienced candidates are invited and should be made by letter to the Headmaster at the school giving names and addresses of at least two professional referees. (32129) 135018

Scale 2 Posts and above

KENT
COUNTY COUNCIL
Education Department
Dartford Division
DOWNS SCHOOL
Green Street, Green Road, Dartford DA1 1QE
Roll 1800 (Mixed)
Graduate teacher to be responsible for Sociology to 'A' level, within the Humanities Faculty. Ability to teach History up to 'A' level an advantage.
Scale 2 Candidates seeking first appointments considered for SCale 1 post. Fringe Allowance. Pleasant site on outskirts of Dartford with easy access to London and Kent coast and countryside.
Applications to the Headmaster with full curriculum vitae, s.a.e. and names of two referees. (32131) 135020

Scale 1 Posts

LEICESTERSHIRE
BEAUMONT LEYS SCHOOL
Anstey Lane, Leicester.
Comprehensive 11 - 16
Roll 1560
SOCIOLOGY
Scale one - temporary
Required January, for one term.
Further details from the Head. Apply immediately (no forms) with full particulars and names, and addresses of two referees (SAE). (32357) 135022

Speech and Drama

Scale 2 Posts and above

LEICESTERSHIRE
EDUCATION COMMITTEE
ADVISORY TEACHER OF DRAMA
Required April. Energetic and experienced Drama Teacher to work within Leicestershire County Drama Workshop. Specific responsibilities include working alongside teachers in East Leicestershire and assisting in the running of the Leicestershire School of Theatre.
Car essential. Scale 3. Details on request(SAE). Apply (no forms) with names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester, LE3 8RF by 31st December 1981. (32358) 135220

Scale 1 Posts

HILLINGDON
LONDON BOROUGH OF HILLINGDON
SWAKELEYS SCHOOL
Clifton Gardens, Hillingdon, Uxbridge UB10 0EJ
(number on roll - 927, 184 in Sixth Form)
Required from January 1982 for two terms, teacher of Drama and English for years 1 to 5.
Please write in the first instance to the Headmistress giving brief details of qualifications and teaching experience.
London Allowance Payable. (26552) 135222

Technical Studies

Heads of Department

ENFIELD
LONDON BOROUGH OF ENFIELD
EDUCATION COMMITTEE
SALISBURY SCHOOL
East Building, Cuckoo Hall Lane, Edmonton, London N.9
Roll 780
New Mixed 11 - 18
Comprehensive
Required Easter 1982 or as soon as possible, HEAD of DESIGN and TECHNOLOGY DEPARTMENT. Scale 3.
London Allowance, £498. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application forms and further details (foolscap SAE) obtainable from the Head Teacher at the school, to be returned as soon as possible. (32145) 135418

Scale 2 Posts and above

BRENT
LONDON BOROUGH OF BRENT
CLAREMONT HIGH (MIXED) SCHOOL
Claremont Avenue, Kenton, Harrow, HA3 0UH
(Roll: 1119, 11 - 18 Comprehensive, 163 in Sixth Form)
Required from January or Easter - TEACHER to be responsible for the teaching of TECHNICAL GRAPHICS throughout the school. Ability to teach a Workshop subject would be an added recommendation. Possibility of a Scale 2 post for suitably experienced and qualified candidate. The Department is well equipped and has successful and well established courses in these subjects.
Brent is fundamentally committed to multi-cultural education. London Allowance of £759 per annum is payable and there is a scheme for assistance with removal expenses including legal fees etc. travelling and lodging allowances.
Application forms (sae) obtainable from the Headteacher, returnable within 10 days. (32139) 135420

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
POOL HAYES COMPREHENSIVE SCHOOL
Castle Drive, Willenhall, West Midlands
Required for Easter 1982 Scale 2 TEACHER FOR DESIGN WORK with C.D.T. Department in this 11 - 18 comprehensive school.
Experience in one or more of the following would be a distinct advantage: Technical Graphics. Technology. Motor Vehicle Maintenance. Closing date 18th December, 1981.
Application should be made by letter to the Head Teacher of the school giving the names and addresses of two referees and enclosing an s.a.e.
This Authority is an equal opportunity employer. (32163) 135420

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
CHATHAM
HIGHFIELD SECONDARY SCHOOL
Balfour Road, Chatham Kent
Teacher for METALWORK with Technical Drawing to C.S.E. and 'O' level. Scale 2 post available for suitable applicant. Vacancy with effect from 1 January 1982.
Letters of application to the Headmaster giving the names and addresses of 2 referees. (32182) 135420

Scale 1 Posts

BUCKINGHAMSHIRE
Beaconsfield/Chiltern Division
Education Offices,
26 London Road West, Amersham
Applications are invited for teachers of CRAFT, DESIGN and TECHNOLOGY (M/F) for January 1982 to cover existing timetable for the current academic year.
Please apply to the Education Officer (Staffing), 26 London Road West, Amersham for application form, enclosing s.a.e. (32162) 135422

Other than by Subject Classification

Scale 2 Posts and above

ENFIELD
LONDON BOROUGH OF ENFIELD
EDUCATION COMMITTEE
ELDON ROAD UNIT
Eldon Road, London N9 8LG
SCALE 2
Can you offer skills to help in a team of teachers working with disaffected pupils aged mainly 14 to 16 in an off-site unit? The first of about 15 pupils will be admitted early in the Spring Term 1982.
Qualified teachers wishing full or part-time work are equally welcome to apply.
London Allowance, £498. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application forms and further details (foolscap SAE) obtainable from and to be returned to the Director of Education, P. O. Box 56, Civic Centre, Enfield, EN1 3XO. (32147) 135620

Ealing
EDUCATION SERVICE

HOME AND HOSPITAL TUITION TEAM

TEACHER IN CHARGE

SCALE 3

London Allowance £759

Required as soon as possible an experienced Teacher able to lead a team which provides support for pupils of all ages. Links with schools and other agencies are an important element of this post. Own transport would be desirable and a car allowance, or travelling expenses, will be payable.

Relocation expenses may be payable in appropriate cases.

Application forms and further details available from and returnable to the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 (SAE). Closing date: 18th December, 1981.

TES13/56/22

Application forms for the following appointments, except for Headships and where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. Application forms for Headships should be obtained from and returned to the appropriate Area Education Officer. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

HEADTEACHERS
Primary

Exeter, Bradley Rowe (8-12 years) Middle School,
Burnthouse Lane, Exeter, EX2 6AY. (Roll 365)
Head (Group 6) – Re-advertisement
Required April 1982 for this Social Priority School. Previous applicants who wish their application to be reconsidered should notify the Authority in writing. Application forms and further details (s.a.e. please) from Area Education Officer, Morwenstow, 7 Barnfield Crescent, Exeter. Closing date 18th December 1981.

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SCALE POSTS
Secondary

Devonport High School for Girls,
Lyndhurst Road, Peverell, Plymouth. (Toll 610)
Scale 4 – Head of Mathematics
Required September 1982 at this 3 form entry girls grammar school with a sixth form of 120 pupils. The subject is taught to O, A and S Levels and for Oxbridge Entrance. The use of computers is rapidly expanding within the school. Closing date 18th December 1981.

Exeter Vincent Thompson (12-16 Comprehensive) High School,
Ringswell Avenue, Exeter. (Roll 709)
Scale 2 or 3 – Computer Studies with Mathematics
Required 26th April 1982. Scale 2 or 3 available depending on experience, especially in the Computer area. It is hoped that the teacher appointed will be able to develop the use of micro-processors across the curriculum. Closing date 18th December 1981.

Penlee Secondary School,
Somerset Place, Stoke, Plymouth. (Roll 770)
Scale 2 – Girls P.E. (Re-advertisement)
Required April 1982. There is a well-equipped gymnasium and good playing facilities. Previous applicants will be reconsidered. Closing date 16th December 1981.

Tiverton (13-18) Comprehensive School,
Bolham Road, Tiverton. (Roll 1120)
Scale 1 – Physics
Required January 1982 or as soon as possible for Physics and some General Science. Apply immediately by letter enclosing Curriculum Vitae to the Headmaster.

TES13/00/00

DEVON

SURREY COUNTY COUNCIL

- FRINGE AREA LONDON ALLOWANCE £213 p.a. THROUGHOUT THE COUNTY.
- Generous Relocation Assistance in approved cases.
- Assistance with Temporary Housing may be available.
- Complete 'Surrey Vacancy List' available on request.

SECOND MASTERS /MISTRESSES

GODALMING COLLEGE, Holloway Hill, Godalming.

SECOND MASTER/MISTRESS required Summer Term 1982 (or as soon as possible) for this Group 13 Mixed Sixth Form College for pupils aged 16+.
Actual N.O.R. 1007 (Sept. '81).
Salary Scale £12,567-£13,689 p.a.
Application forms and further details available (SAE please) from the South West Area Education Officer, 14a/b North Street, Guildford GU1 4AF.
Closing date: 18 December 1981.

TES14/00/12

Cheshire

PARK LANE SCHOOL
Park Lane,
Macclesfield
(Telephone Macclesfield 23407)

Head (Group 5(S))

Applications are invited from energetic and enthusiastic teachers, experienced with ESN(S) children for the Headship of this forward looking school. Additional qualifications in special education required.

Application forms and further details available from – District Education Office, County Offices, Chapel Lane, Wilmslow, Cheshire, and should be returned there by 5 January 1982.

TES10/00/10

St. Vincent's School
Castle Rd, Tankerton
Whitstable, Kent

Teacher/Housemaster

A Teacher/Housemaster is required at this Independent Boarding School for 35 maladjusted boys aged 10-16 years. The appointment is for the Spring Term 1982. Candidates should be practising Roman Catholics, and be able to offer General Subjects to CSE (inc some Remedial Work), Physical Education and Craftwork.

Salary (dependent upon qualifications and experience), Burnham I or II, plus SSA and EDA (about 15 hrs per week)

No accommodation is offered.

Applications (no forms) should be addressed to the Principal, with the names of 3 referees as soon as possible.

Closing date 31.12.81.

Lingfield Hospital School,
St. Pier's Lane, Lingfield, Surrey RH7 6PW

Further Education Unit – New Project in Rural Studies

TEACHER SCALE 1 (OR PERSON WITH SUITABLE EXPERIENCE AND QUALIFICATIONS) is required in JANUARY 1982 to establish and develop a course for RURAL STUDIES with handicapped adolescents. Experience of working with handicapped young people is not essential, but would be considered an asset.

Applicants must be able to accept an appointment from 4 January 1982 if offered the post.

Application forms obtainable from Headmaster (Please include stamped addressed envelope).

TES16/00/22

SECONDARY – OTHER THAN BY SUBJECT
continued

SOMERSET

Scale 1 Posts

ESSEX

Sixth Form and Tertiary Colleges

Deputy Headships Second Masters/ Mistresses

SHROPSHIRE

Heads of Department

AVON COUNTY

Scale 1 Posts

HAMPSHIRE

Special Education

Headships

NORFOLK

Scale 2 Posts and above

AVON COUNTY

NORFOLK

BERKSHIRE

Deputy Headships Second Masters/ Mistresses

BEDFORDSHIRE

BUCKINGHAMSHIRE

EASTLEIGH

NEWCASTLE UPON TYNE

OXFORDSHIRE

WILTSHIRE

Heads of Department

EALING

Scale 2 Posts and above

AVON COUNTY

NORFOLK

SUFFOLK

BERKSHIRE

BUCKINGHAMSHIRE

CORNWALL

CORNWALL

HUMBERSIDE

KIRKLEES

MERTON

NORFOLK

SUFFOLK

Scale 1 Posts

CHELSEA

EALING

HAMPSHIRE

HERTFORDSHIRE

KIRKLEES

OXFORDSHIRE

SURREY

SPECIAL EDUCATION
continued

STOCKPORT

BOROUGH OF STOCKPORT
BREDBURY COMPREHENSIVE SCHOOL
Harrytown Lane, Romiley, Stockport SK6 3BX
TEACHER - SENIOR MIXED E.S.N.
Scale 1 + S.S.A. (Ref: 1808)
Required for 1/1/82 or as soon as possible thereafter. To assist in a small sel-contained Special Unit, detached from the main school, which caters for senior mixed E.S.N. (M) children with additional handicaps. Special qualifications or experience in this field would be an advantage.
Further details can be obtained by telephoning Mr. P. Walsh - 061 430 4440.
Application forms obtainable from and returnable to the Headteacher, quoting reference, by 16th December 1981. (32351) 160022

Independent Schools

Headships

LONDON E.7.

GRANGEWOOD INDEPENDENT SCHOOL
A Headteacher is required for this small but expanding Christian Primary School in East London.
Applications to: The Secretary, Grangewood Independent School, 70 Windsor Road, Forest Gate, London E7 0QY, from whom further information is available. (27412) 180010

APPOINTMENTS IN SCOTLAND

Tayside Regional Council

EDUCATION DEPARTMENT

PROMOTED POST

(D) *St. Saviour's RC High School, Dundee
PRINCIPAL TEACHER OF PUPILS WITH LEARNING DIFFICULTIES (R.A. £2214)
(Applications are invited from experienced registered teachers with a Secondary qualification who have a genuine interest in pupils with learning difficulties. The successful applicant would be expected to obtain the new Diploma in Learning Difficulties in due course.)

TEACHER POST

VISITING TEACHER OF REMEDIAL EDUCATION
(P) Applications are invited from suitably qualified teachers for the above full-time post. The post will involve the provision of a remedial teaching service in a group of primary schools in Perth City, in accordance with a regular time-table to be arranged.
Applicants should be either holders of the Special Qualification in Remedial Education, or be willing to undertake appropriate in-service training. A car mileage allowance is payable in accordance with the Authority's Scheme.

**Applicants for this post must satisfy the Roman Catholic Church Authorities as to their Religious beliefs and character.*

Application forms and full details are obtainable, according to post annotation from:
(D) Divisional Education Officer, Nethergate Centre, 35 Yeaman Shore, Dundee DD1 4BL
(P) Divisional Education Officer, 8 York Place, Perth PH2 8EW.

FURTHER EDUCATION

Dundee
LECTURER B — IN WOMENS' PHYSICAL EDUCATION
Salary Scale: £6276-£8748
Applicants should have enthusiasm and a willingness to play a full part in the College activities which include Basketball, Volleyball, Tennis, Badminton, Trampolining, Ski-ing, Sailing and Canoeing.
Application forms and further details may be obtained from the Principal at the above address.
The closing date for receipt of all applications is Friday 18th December, 1981.
TES17/00/00

DUMFRIES AND GALLOWAY REGIONAL COUNCIL EDUCATION DEPARTMENT

Applications are invited from suitably qualified registered teachers for the undernoted posts:

ASSISTANT RECTOR

SANQUHAR ACADEMY
Sanquhar Academy is a five year school with a roll of 475 (approx)
Responsibility Element of Salary – £2226 per annum

OTHER POST

TEACHER OF MATHEMATICS
ANNAN ACADEMY – six year school – Roll 1300

Application forms, together with further information, may be obtained from the Director of Education, Education Offices, 30 Edinburgh Road, Dumfries. Application forms for the post at Sanquhar Academy should be returned no later than 16 December 1981 and for the post at Annan Academy as soon as possible.

GRAMPIAN REGIONAL COUNCIL

Application forms for following posts available from Director of Manpower Services, Woodhill House, Aberdeen, AB9 2LU. Closing date for applications December 18.

EDUCATIONAL PSYCHOLOGIST
Based at Inverurie Child Guidance Clinic, 16 miles from Aberdeen. Applicants should be registered teachers with appropriate qualifications and experience. Should also have an Honors Degree in Psychology or a Master of Education Degree and satisfactory teaching experience leading to registration. Experience in Child Guidance Service desirable. Salary in accordance with current Scottish Teachers' Memorandum. Salary £9,090 to £12,756. Ref. 554/81.

SENIOR COMMUNITY EDUCATION WORKER
Based at Linksfield Academy, Aberdeen. Responsible to Academy Management Committee for community development in the immediate geographical area while servicing the needs of a complex that includes a swimming pool, games hall and coffee bar. Should hold appropriate qualifications in Youth and Community Work, Adult Education and/or have relevant full-time experience. Salary scale £8735 to £9543. Ref. 552/81. (32356) 170000

EDINBURGH

ASSISTANT HOUSEPARENT

Required from January for small, informal, school boarding house in Edinburgh. The person appointed will share with thre housemother and assistant matron the day-to-day running of the house and supervision of the pupils' welfare. A part-time teaching job might also be available for an applicant qualified to teach Latin and eligible for GTC registration.

Salary negotiable according to experience.

For further details and application forms apply to The Headmaster, St Mary's Music School, Manor Place, Edinburgh EH3 7EB (031-225 1831). (27251) 170000

PERTHSHIRE

INSTRUCTOR for permanent position required at Residential Training Centre specializing in outdoor activities. Salary negotiable, dependant upon experience and/or qualifications.

Further details from: David Judd, Dalguise Centre, Dunkeld, Perthshire. (26544) 170000

SUFFOLK

THE OLD SCHOOL
Henstead, Nr. Beccles, Suffolk
Required for the Summer Term 1982 if possible, if not September 1982, Head Teacher of this co-educational day school of 100 pupils, 4½ to 13 years.
Applications with C.V. and names of two referees to J. Larter, Esq., Chairman of School Council, The Old School, Henstead, Nr. Beccles, Suffolk. (32404) 180010

Deputy Headships Second Masters/ Mistresses

STAFFORDSHIRE

SCHOOL OF S. MARY AND S. ANNE
Abbots Bromley, Staffordshire WS15 3BW
A Woodard boarding/day school for girls
Deputy Head required for September, 1982 applicants should be graduates; practising Anglicans and have experience of boarding school life
Apply Headmistress from whom further details are available. (32173) 180012

By Subject Classification

Arts and Design

Heads of Department

KENT

DOVER COLLEGE

(HMC, Independent, coeducational, 400 pupils 13-18)

Applications are invited for the position of DIRECTOR OF ART which falls vacant in September 1982. A close study of Graphics and Design (O and A Levels) is currently a feature of the department, but it is hoped to appoint a candidate with wide interests. Applicants should write, giving full curriculum vitae and the names, addresses and telephone numbers of two referees, to the Headmaster, J. K. Ind, M. A., Dover College, Dover, Kent (Tel. Dover 205969), from whom further information may be obtained. Those who have already expressed an interest will receive this information. 181218

Other Assistants

SHREWSBURY

SHREWSBURY SCHOOL
CRAFT, DESIGN, & TECHNOLOGY

A person to assist in teaching Craft & Design to boys from 13 - 18 years old.

The work would involve timetabled time, boys' free time and the introduction of 'A' level Design from September 1981 in a multi-disciplined workshop complex.

The appointment would be from either April or September 1982.

Details from: The Headmaster, Shrewsbury School, Shrewsbury SY3 7BA. (26826) 181224

Classics

Heads of Department

HERTFORDSHIRE

BERKHAMSTED SCHOOL
Required for September 1982 HEAD OF CLASSICS. Latin and Greek are studied up to University Scholarship level and a Classical Civilisation course is also included in the Sixth Form curriculum.
Willingness to be involved in the extra-mural actitivies of the school will be an added recommendation.
Apply by letter (no forms) giving names of two referees, to the Headmaster, Berkhamsted School, Berkhamsted, Herts, HP4 2BE. (26829) 181618

Other Assistants

LANCASHIRE

STONYHURST COLLEGE
Required for January 1982 a graduate to teach Classics throughout the school. The appointment would be for two terms only with the possibility of a permanent post becoming available in September 1982.
Accommodation available. Applications with curriculum vitae and the names, addresses and telephone numbers of two referees should be made as soon as possible to the Headmaster, Stonyhurst College, Nr. Blackburn, Lancashire BB6 9PZ. (26549) 181624

Economics

Other Assistants

LONDON

UNIVERSITY COLLEGE SCHOOL
Frognal, London NW3 6XH
Graduate required for September 1982 to teach POLITICS in the 6th form (A/S) and to help with the teaching of ECONOMICS throughout the school. The ability to assist with games would be a further recommendation.
University College School is an independent day school with its own salary scale. The successful candidate's salary will depend on qualifications and experience.
Applications, enclosing curriculum vitae and names of two referees, to Head Master's Secretary. (32434) 182224

READING

THE ABBEY SCHOOL
Reading.
DIRECT GRANT/INDEPENDENT
Required for January 1982 or as soon as possible GRADUATE TO TEACH ECONOMICS, to Advanced and University Entrance standard.
Please apply to Headmistress, with full curriculum vitae. (27099) 182224

English

Other Assistants

DORSET

SHERBORNE SCHOOL
Sherborne
Required for September 1982. A Graduate to teach English throughout the school.
Applications, with curriculum vitae and names and addresses of 2 referees to:- The Headmaster, Sherborne School, Sherborne, Dorset. (26517) 182424

HARROGATE COLLEGE

PUBLIC INDEPENDENT SCHOOL FOR GIRLS
(450, mainly boarding)

DICTION teacher, part-time, required for January or as soon as possible thereafter, for Diction and spoken English to individual pupils, approximately 25/30 per week. An interest in public speaking would be weclome.

Applications with full details and referees to The Headmistress, Harrogate College, Clarence Drive, Harrogate HG1 2QG. (26429) 182424

NORTH YORKSHIRE

GIGGLESWICK SCHOOL
Settle
ENGLISH Good young honours graduate required for September 1982 to teach to S level. A particular interest in language and communication skills would be welcome as would the ability to teach Junior School French. There are considerable opportunities for full involvement in the extra-curricular life of a boarding school.
Further details from and applications to The Headmaster (Phone 172 92 3545). (27047) 182424

NORWICH

NORWICH SCHOOL
HMC - 700 Boys
Required for September 1982: A young graduate to teach ENGLISH to university scholarship level, possibly with some junior Latin.
A willingness to be fully involved in school life is essential.
Salary according to qualifications and experience.
Further details from the Head Master, Norwich School, The Close, Norwich NR1 4DQ to whom applications, enclosing curriculum vitae and names of two referees, should be sent. (32120) 182424

PERTHSHIRE

GLENALMOND (TRINITY COLLEGE)
Perthshire PH1 3RY
Required for September 1982: Young graduate to teach ENGLISH throughout school. Opportunities for advanced work, drama and wide range of outside activities.
Single or married accommodation provided. Glenalmond Salary Scale.
Please apply with curriculum vitae and names of two or more referees to the Warden, from whom further details may be obtained (Tel. 073 888 205). (27445) 182424

Wanted for January: N. W. London Independent Grammar School - teacher to share English to 'O' level, E.F.L. and Games experience an advantage.
Applications with two references to Headmaster. Write No. TB84256 The Times WC1X 8EZ. (27487) 182424

Geography

Other Assistants

HERTFORDSHIRE

ST. ALBANS SCHOOL
(HMC ex-D.G. Sixth Form 200)
Required in April or September a graduate to teach Geography at all levels of the school. Modern and varied approach and teaching methods. Salary Burnham Scale I or II according to qualifications and experience.
Apply with curriculum vitae and the names of two referees to the Headmaster, Abbey Gateway, St Albans, from whom further details may be obtained. (32399) 182624

History

Other Assistants

LONDON

UNIVERSITY COLLEGE SCHOOL
Frognal, London NW3 6XH
Required for September 1982, a well-qualified graduate to teach History throughout the school to Oxford and Cambridge Scholarship level, with a good proportion of 6th form teaching. Some middle school Geography will also be required. The ability to assist with games would be a further recommendation.
University College School is an independent day School with its own salary scale and the successful candidate will be the fourth member of a busy and successful department. Salary according to qualifications and experience.
Applications, enclosing curriculum vitae and names of two referees, to Head Master's Secretary. (32393) 182824

Mathematics

Heads of Department

LONDON E17.

FOREST SCHOOL
(HMC - 600 Boys aged 11 - 18: Day/Boarding)
A HEAD OF MATHEMATICS is required for September 1982 who will teach S.M.P. Mathematics through the School and to Oxford and Cambridge entry/scholarship standard. Large and successful department. Salary will be at London (Outer) Burnham Scale 4.
MATHEMATICIAN also required in September to teach the subject through the School and to G.C.E. and higher levels. Coaching of rowing at high level or assistance with games useful. Salary at London (Outer) Burnham Scale 3.
Edge of Epping Forest. Some subsidised accommodation. Possibility of boarding housemastership.
Apply to the Warden from whom further information is available. (26724) 183418

Other Assistants

DURHAM SCHOOL

HEAD

Because of the appointment of the present Headmaster to Bloxham School, the Governors propose to appoint a new Head to Durham School from 1st September, 1982.

Durham is primarily a boarding school for boys, a member of G.B.A. The present Headmaster is a member of HMC.

Full particulars of the appointment and forms of application may be obtained from:

The Chapter Clerk,
The College,
Durham DH1 3EH.

Applications to be in by 7th January, 1982.

TES18/00/10

THE GIRL'S PUBLIC DAY SCHOOL TRUST

The Council of the GPDST wish to give notice that the

HEADSHIP OF NOTTING HILL & EALING HIGH SCHOOL

will become vacant in January 1983, on the retirement of Miss M. J. Percy, B.A.

Advertisements inviting applications for appointment to this Group 9 school (girls 5-18) will appear in the educational and national press in January 1982.

TES18/00/10

KENT COLLEGE, PEMBURY
Tunbridge Wells

The Board of Management for Methodist Residential Schools and the Governors of Kent College invite applications from experienced Graduates who wish to work in a Christian foundation for the post of

HEAD

which will become vacant on 1 January 1983 following the retirement of Miss Margaret James, B.A.

Kent College is a girl's school comprising 365 senior girls at Pembury and 130 junior girls at Aultmore. 200 of the 225 boarders are in the senior school. The Head lives in a house in the grounds and the salary is in accordance with Burnham Scale Group 8.

Further particulars may be obtained from the Secretary, Board of Management for Methodist Residential Schools, 25 Marlebone Road, London, NW1 5JP to whom applications must be sent by 15 January 1982.

TES18/00/10

ESSEX

BRENTWOOD SCHOOL
Required for September, 1982: A well qualified GRADUATE to join a large and successful Mathematics Department (about 70 'A' level candidates each year). The successful applicant will be expected to teach at all levels, including a substantial amount of fifth and sixth form work. The School offers many opportunities for involvement in a wide range of sporting and extra-curricular activities. Brentwood Salary scale.
Apply in writing to the Headmaster, with curriculum vitae and names and addresses of two referees, Brentwood School, Brentwood, Essex, CM15 8AS. (26433) 183424

KENT

COBHAM HALL
Cobham, Kent

Boarding and day School, 25 miles central London, 300 pupils 11 - 18 years. Selective entry and streaming)

Required for January, 1982 a part-time or full time graduate teacher of Mathematics.

Resident preferred but non-resident considered. Staff creche is available. Burnham salary scale. Superannuation.

Please apply with curriculum vitae and names and addresses of two referees to the Headmaster, Cobham Hall, Cobham, Kent DA12 3BL. (32192) 183424

INDEPENDENT MATHEMATICS
continued

GLASGOW

THE HIGH SCHOOL OF

Required in April, honours graduate to assist with the teaching of MATHEMATICS throughout the school. Apply, with names and addresses of two referees, as soon as possible, to The Rector, The High School of Glasgow, 637 Crow Road, Glasgow G13 1PL., from whom further details are available. 183424

MIDDLESEX

HOUNSLOW COLLEGE
Boys. Graduate required for January to teach Mathematics to 'A' level. Part-time or full-time post.
Apply, giving full details and the names of two referees to the Headmaster, Hounslow College, Hampton Road, Hounslow, Middlesex. (Telephone: 01-570 1651). (32418) 183424

NORWICH

NORWICH SCHOOL
HMC - 700 Boys
Required for September 1982: A graduate MATHEMATICIAN to teach MEI courses throughout the Middle School (12 - 16) with a share of VIth Form work. A willingness to be fully involved in school life is essential.
Salary according to qualifications and experience.
Further details from the Head Master, Norwich School, The Close, Norwich NR1 4DQ to whom applications, enclosing curriculum vitae and the names of two referees, should be sent. (32119) 183424

STAFFORDSHIRE

SCHOOL OF S MARY AND S ANNE
Abbots Bromley, Staffordshire WS15 3BW
A Woodard boarding/day school for girls
Required for January, 1982, graduate to teach MATHEMATICS throughout the school. Department of four. Burnham Scale. Staff accommodation available.
Apply to Headmistress enclosing curriculum vitae and names of two referees. (32171) 183424

SUFFOLK

Required September, teacher of Mathematics. Qualified and experienced graduate to assume leadership of department (scale post) in Boys Independent Boarding School (320 on roll). Candidate will teach 'O' level, C.S.E. classes and must be competent to introduce 'A' level courses. Traditional syllabus and methods. Resident post available for single person.
Apply quoting full C.V. telephone number and two referees to the Headmaster St. George's School, Great Finborough, Stowmarket, Suffolk. (32394) 183424

SUSSEX

CHRIST'S HOSPITAL
Horsham, Sussex
Required for September 1982, a good Honours graduate to teach MATHEMATICS to Open Scholarship standard as a member of a large Department with a strong academic tradition. Salary above Burnham.
Christ's Hospital is an independent charitable foundation with a boarding accommodation for 820 boys. In September 1985 it will become co-educational.
Applications, with curriculum vitae and the name of two referees to:- The Head Master, Christ's Hospital, HORSHAM, Sussex. RH13 7LS. (32151) 183424

Modern Languages

Other Assistants

LONDON

WESTMINSTER SCHOOL.

There will be a vacancy in September 1982 for a woman or man to teach French throughout the school to Oxbridge entrance level with German in the lower school.

Further details of the post and of conditions of service can be obtained from the Headmaster to whom applications, with the names of two referees, should be sent as soon as possible. The Headmaster, Westminster School, 17 Dean's Yard, London SW1P 3PB. (26300) 183624

SALOP

SHREWSBURY HIGH SCHOOL
Girls' Public Day School Trust
32 Town Walls, Shrewsbury, Salop.
Required for January, 1982, well qualified graduate to assist in the teaching of French to A level and University entrance. A candidate with ability to deal with modern French literature is sought. This post could be temporary for two terms or permanent for a suitable applicant. Burnham Scale and Government Superannuation.
Please apply to the Headmistress as soon as possible, giving names and addresses of two referees. (26990) 183624

SUFFOLK

GERMAN

Required Urgently for January 1982 teacher of German at all levels (including) to O.C.E. 'O' level and C.S.E. Scale post available to applicant. Suitable to small department. Resident or non-resident.
Apply in writing with full C.V. telephone number to the Headmaster, St. George's School, Great Finborough, Suffolk. (32395) 183624

Music

Other Assistants

SUFFOLK

Required urgently for January 1982. Resident or non-resident Music teacher and choirmaster for boys' boarding School (ages 8 - 18, 320 on roll). Experienced teacher, graduate and/or traditional methods preferred. Emphasis on choral music (but some theory and instrumental work.) Head of department status (scale post) for suitable applicant; Salary on school's own scale (related to Burnham).

C.V., two referees, and own telephone number, to the Headmaster, St. George's School, Finborough Hall, Great Finborough Stowmarket, Suffolk. (32398) 183824

Physical Education

Other Assistants

LONDON

Qualified Swimming Instructor required Tuesdays.
Apply in writting Headmaster, Rubovitch House Schools, 109-115 Stamford Hill, N.16. (32354) 184324

NORFOLK

RUNTON HILL SCHOOL
PHYSICAL EDUCATION TEACHER
Required cfor April or September, 1982 for small girls' boarding school. Hockey, Netball, Tennis specialist. Own indoor heated swimming pool, new sports hall. Enthusiastic teacher essential. School accom. available.
Apply: Headmistress, Runton Hill School, West Runton, Cromer, Norfolk. (32352) 184224

PERTHSHIRE

GLENALMOND (TRINITY COLLEGE)
Perthshire PH1 3RY
Required for September 1982: A young graduate to coach GAMES (especially cricket and rugby) and teach English throughout the school. Wide scope for sporting and other outside activities, but ability to teach English an essential requirement.
Single or married accommodation provided. Glenalmond Salary Scale.
Please apply with curriculum vitae and names of two or more referees to the Warden, from whom further details may be obtained (Tel. 073 888 205). (27208) 184224

Religious Education

Other Assistants

BERKSHIRE

WELLINGTON COLLEGE
Applications are invited for the post of ASSISTANT CHAPLAIN from 1st September 1982. He would be in Priest's Orders and will be expected to undertake teaching within the School, according to qualifications. Accommodation available.
Further details from The Master, Wellington College, Crowthorne, Berks to whom application (including c.v. And names of 3 referees) should be made. (32378) 184424

YORKSHIRE

POCKLINGTON SCHOOL
York
SCHOOL CHAPLAIN
HMC: 310 Boarders; 375 Day Boys; (21 Girls in Sixth Form)
Applications are invited for the Chaplaincy of Pocklington School, which will become vacant in April, 1982. Applicants must be a graduate of a British University. Ordained into the Church of England; with energetic interest in pastoral care and able to teach Religious Studies at all levels up to 'A' level.
Apply, giving curriculum vitae and names of 2 referees, to Headmaster, Pocklington School, West Green, Pocklington, York, YO4 2NJ, from whom further particulars may be obtained. (32411) 184424

Science

Other Assistants

BRADFORD

WOODHOUSE GROVE SCHOOL

(HMC ex Direct Grant 525 boys 26 girls)

Required for January 1982. Full time (or part time) Graduate PHYSICIST to teach A and S level. Temporary appointment considered. Salary according to age and experience (Burnham Scale).

Apply with curriculum vitae and names of two referees to The Headmaster from whom further details may be obtained. Apperley Bridge, Bradford BD10 0NR. (27389) 184824

HERTFORDSHIRE

THE HABERDASHERS' ASKE'S SCHOOL FOR GIRLS
Aldenham Road, Elstree, Herts. WD6 3BT
(Independent. Day girls. 200 in the Sixth Form)
Temporary FULL or PART-TIME well qualified Biologist required for one and a half terms from half-term February 1982. Salary according to qualifications and experience.
The school has a strong science tradition with a large science sixth form; spacious modern laboratory block with ample prep. room facilities.
Apply to the Head Mistress with curriculum vitae, testimonials and names of two referees. (26999) 184824

KENT

ST. LAWRENCE COLLEGE
Ramsgate, Kent.
(Independent H.M.C. boarding and day: 370 pupils 11 - 18; 140 including girls in Sixth Form.)
Required for January 1982, a graduate in SCIENCE, to teach BIOLOGY to A/S level with some Chemistry, or CHEMISTRY to A/S level with some Biology. Contribution to extra-curricular activities expected. A temporary appointment until July 1982 would be possible.
St. Lawrence College salary scale; single accommodation.
Applications, with curriculum vitae and names of two referees, to the Headmaster. (Telephone: 0843. 52680). (26994) 184824

LONDON

Experienced Biology Teacher required to work part-time. 'O' level standard students (Approx 9 hrs P.W.)
Write with C.V. and references: Urdang Academy, 22 Shelton, St. Covent Garden WC2. (26380) 184824

MANCHESTER

BRIDGEWATER SCHOOL
Drywood Hall, Worsley Road, Worsley
An Independent Co-educational School with a Preparatory Department
Accredited by the Independent Schools Joint Council
Required from 1st February to 31st May inclusive. Temporary post due to maternity leave.
A well qualified Graduate teacher for Physics and Chemistry to "O" and "A" level. The post is Scale I.
Apply by letter, including a curriculum vitae and the names of 2 referees, to the Headmaster at the School. (32421) 184824

NORTH YORKSHIRE

GIGGLESWICK SCHOOL
Settle
CHEMIST good young honours graduate required for September 1982 to teach Chemistry to S level and some Physics to 'O' level. Considerable opportunity for full involvement in the extra-curricular life of a boarding school.
Further details from and applications to The Headmaster (Phone 072 92 3545) (27046) 184824

WILTSHIRE

DAUNTSEY'S SCHOOL
West Lavington, Near Devizes, Wiltshire
H.M.C./Coeducational - approx. 500 Pupils
Sixth Form College for Lavington Comprehensive School
Well qualified teacher of Physics required for the SUMMER TERM ONLY during the absence on study leave of the Head of Department.
Salary according to qualifications and experience - above Burnham.
Full details from the Head Master to whom applications should be made accompanied by a curriculum vitae ad the names of two referees. (27490) 184824

Other than by Subject Classification

Heads of Department

LONDON

SMALL SECONDARY SCHOOL IN COVENT GARDEN

HEAD OF ACADEMICS

Requires Head of Academics to teach up to 'O' level and possibly 'A' Level English and history 'O' level.

For January 1982. This post will be either 4/5 or full time. Salary according to experience. Phone Saturday or Sunday or evening after 7 p.m. 01-226 7256 or write to the Principle, Urdang Academy, 20 - 22 Shelton Street, WC2. (32004) 185618

Other Assistants

ESSEX

A Waltham Forest (Chingford) school requires an experienced teacher for mixed class approx. 7 - 9 years age group, for general subjects. Post available Jan, 81.
Please reply with two references and C.V. to The Principal, 25, Chiltern Way, Woodford Wells, Essex IG8 0RQ. (27494) 185624

LONDON

Teachers of Maths and Science subjects to 'O' level for January. Part-time positions. Ealing. 01-567-3738. (27291) 185624

SUFFOLK

Required for January 1982 one class teachers for pupils aged between seven and nine. Qualified experienced teacher, also able to offer one of the following subjects: English, Latin, History at a higher level. Traditional prep. school style education. Post may be resident or non-resident. Person appointed will assume responsibility for leading team of Junior teachers.
Apply quoting full C.V., telephone number and two referees to the Headmaster, Saint George's School, Great Finborough, Stowmarket, Suffolk. (32396) 185624

WEST SUSSEX. Masters/Mistresses/Matrons requiring posts in independent Schools should apply with s.a.e. envelope to Sec. Pool Cottage, Marringdean Road, Billingshurst, W. Sussex. (26021) 185624

Greater London area independent Schools' supply teacher service. Education Unlimited 01-390 1312. (27118) 185624

SUFFOLK

Required for September 1982 qualified teacher of games; second subject must be history. Possibility of Head of Department status. Teacher with boarding-school experience and substantial extra-curricular commitment preferred. Rugby, soccer, cricket essential. Post must be resident.
Apply quoting full C.V., telephone number and two referees to the Headmaster, Saint George's School, Great Finborough, Stowmarket, Suffolk. (32397) 185624

Preparatory Schools

Deputy Headships Second Masters/ Mistresses

NORTH YORKS

QUEEN ETHELBURGA'S SCHOOL
Harrogate HG3 2SG
A New Department - see under PRIMARY for details. (26843) 200012

By Subject Classification

English

Other Assistants

BERKSHIRE

Dolphin School, Hurst, Berks. RG10 0BP.
For April or September, 1982. Trained specialist to be in charge of an academic and creative English programme throughout the Upper School. (90 in Upper School).
This is a key post in this co-educational day school which offers a stimulating and varied curriculum for the above-average child.
Interests and other subjects should be indicated.
Letters in the first instance to the Headteacher with the names and addresses of two referees and s.a.e. by 11th January.
Post could be developed to include administrative duties. 202424

Physical Education

Other Assistants

DEVON

WOLBOROUGH HILL SCHOOL
Newton Abbot
(I.A.P.S. 180 boys)
Required for April 1982 qualified teacher for Physical Education including Gymnastics, Athletics, Swimming and usual team games.
Sports Hall, heated swimming pool etc.
Burnham Scale salary.
Written applications with curriculum vitae and names of referees to Headmaster. (27385) 204224

Other than by Subject Classification

Other Assistants

DORSET

THE OLD MALTHOUSE SCHOOL
Langton Matravers, Nr. Swanage, Dorset BH19 3HB
JUNIOR FORM TEACHER REQUIRED IN JANUARY, 1982. An experienced and qualified teacher is required to take charge of the bottom form of this small boarding prep-school.
Applicants should write to The Headmaster, including the names of two referees and full curriculum vitae. (32121) 205624

LONDON, N.W.3

LYNDHURST HOUSE SCHOOL
Hampstead
(I.A.P.S. 140 boys)
Required for April. A qualified teacher to be in charge of 8 - 9 year old form. No Saturday school. Burnham Scale 1 with Inner London Allowance. Government Superannuation Scheme.
Apply with Curriculum Vitae and the names of two referees to the Headmaster. (32420) 205624

Colleges of Further Education

Other Appointments

BIRMINGHAM

THE CITY OF BIRMINGHAM EDUCATION DEPARTMENT

BROOKLYN TECHNICAL COLLEGE
Aldridge Road, Great Barr, Birmingham, B44 8NE

Lecturer II in Business Studies to act as deputy to Section Leader with a particular responsibility for B.E.C. courses at General and National level.

Applicants should have appreciable experience in teaching on B.E.C. with evidence of administrative responsibility.

SALARY SCALE for the above post: £6,462 to £10,431 x 15 increments.

There is a scheme for assistance with Removal Expenses.

Application forms and further particulars obtainable from the Principal to whom they should be returned as soon as possible. (26440) 220026

BRENT

LONDON BOROUGH OF BRENT
KILBURN POLYTECHNIC
Priory Park Road NW6 1YB
DEPARTMENT OF HARLESDEN CENTRE
LECTURER I IN ENGLISH AS A SECOND LANGUAGE
(Post No 81/50)
Required for TEMPORARY UNESTABLISHED POST FROM 1st JANUARY 1982 - 31st AUGUST 1982.
To teach English as a Second Language to Asians, particularly those from the Indian sub-continent who live in the area.
Salary: £5,034 - £8,658 plus London Allowance of £759. Brent is fundamentally committed to multi-cultural education.
Further particulars and application forms (S.A.E.), returnable within 10 days of this advertisement, may be obtained from the Principal. (32178) 220026

CHESTERFIELD

COLLEGE OF TECHNOLOGY
LECTURER GRADE II IN FOOD TRADES
Applications are invited from suitably qualified persons for the above post. Good professional qualifications and experience are essential. Teacher training an additional qualification.
Further particulars and application form from the Principal, Chesterfield College of Technology, Infirmary Road, Chesterfield. (s.a.e. please) Closing date: Friday 18th December 1981. (26651) 220026

Leicestershire

HINCKLEY COLLEGE OF FURTHER EDUCATION

PRINCIPAL

Burnham Group 4

Applications are invited for this important post which falls vacant on 1st May 1982 on the promotion of the present Principal. Candidates should be graduates with imagination and energy, having broad teaching and other appropriate experience at a senior level.

Applications by letter (no forms) with full particulars and the names and addresses of two referees, to Director of Education (Ref. FE/C) County Hall, Glenfield, Leicester LE3 8RF not later than 18th December 1981.

Further particulars on receipt of s.a.e.

EQUAL OPPORTUNITIES POLICY. Applications are welcome from suitably qualified and/or experienced people regardless of race, disability, sex or marital status.

Metropolitan Borough of
WIRRAL

WIRRAL METROPOLITAN COLLEGE
J. H. JACKSON, PRINCIPAL DESIGNATE

Applications are invited for the following post:

DEPUTY PRINCIPAL DESIGNATE

to commence 1st May 1982

The Wirral Metropolitan College will be established in September 1982 as a result of re-organisation of Further Education within the Authority. The College will be responsible for all advanced and non-advanced further education including adult education within the Wirral Education Authority.

The salary for this post is £19,495 based on the audited returns for the 1979/80 academic year: the final calculation will, however, be based on the audited returns for the 1980/81 academic year which are not expected to show a reduction.

Application forms and further details from:
The Principal Designate
C/o Principal's Office,
CARLETT PARK COLLEGE OF TECHNOLOGY
Eastham, Wirral, Merseyside L62 0AY
Telephone: 051-327 4331 ext 3.

Closing date fourteen days from appearance of this advertisement.

TES22/00/16

EDUCATION DEPARTMENT

South Kent College of Technology

PRINCIPAL

Burnham (FE) Group 7

Applications are invited from persons with Graduate or appropriate professional qualifications for this post which falls vacant as from 1st September 1982.

The College has Branches in Ashford, Folkestone and Dover with Departments for Business Studies, Construction, Engineering, General Education and Health, Food and Fashion.

Salary Scale is at present within Group 7 of the current Burnham Further Education range at £19,848-£20,763 according to unit total.

Further details and application forms from the Clerk to the Governing Body, Divisional Education Office, 3 Shorncliffe Road, Folkestone, Kent, CR20 2SQ, to be returned by 14th December, 1981.

Thanet Technical College

PRINCIPAL

Burnham (FE) Group 6

Applications are invited for the post of Principal of the Thanet Technical College which will become vacant as from 1st September 1982 as a result of the retirement of the present Principal, Mr. Edward Preston.

The College which has Branches in Broadstairs, Ramsgate and Margate and an in-service training College at Kingsgate, provides courses in Academic, Engineering, Business and General Studies, Hairdressing, Cosmetology and Beauty Therapy and Hotel and Catering Studies for which the College has a particular specialism.

The salary Scale is at present within Group 6 of the current Burnham Further Education range at £18,900-£19,815 according to unit total.

Application forms and further particulars are obtainable from the Divisional Education Office, Denemount, The Vale, Broadstairs, Kent. Completed forms of application in duplicate should be returned by Monday, 14th December, 1981.

TES22/00/00

KENT COUNTY COUNCIL

Assessment Centres

BUCKINGHAMSHIRE

COUNTY COUNCIL
THE ORCHARD OBSERVATION & ASSESSMENT CENTRE
25 Walton Road, Aylesbury.
Required January or as soon as possible thereafter, teacher to join a team of 3, providing education for children in the care of the local Authority.

Age range from 9 to 17. Interest in games an advantage. Scale 2 post. This is a readvertisement and previous applicants need not re-apply. Assistance with removal expenses is given in approved cases.

Application form and further particulars (S.A.E.) from Teacher - in - Charge. (32386) 420000

Youth and Community Service

BIRMINGHAM

THE SHENLEY CENTRE
WARDEN
J.N.C. 3d: £7,365 - £8,271
Appointed to the staff of the Wesley Castle Institute, the Warden will be seconded to serve the Management Committee of the Shenley Centre and help this voluntary organisation in the organisation, supervision and development of a programme of youth, adult and community group activities at the Centre.

There is a scheme for assistance with removal expenses.

Candidates male/female may obtain application forms (returnable by 21st December 1981) and further details by writing, enclosing a stamped addressed envelope to:- The Chief Education Officer, City of Birmingham Education Department, Adult Education Youth & Community Division, Margaret Street, Birmingham B3 3BU.

Please quote reference AEYC/SJW/250.

Canvassing will disqualify. (27464) 440000

BUCKINGHAMSHIRE

COUNTY COUNCIL
SIR WILLIAM RAMSAY SCHOOL

Hazelmere, High Wycombe.
HEAD OF FACULTY (YOUTH AND COMMUNITY)
Salary: Burnham FE Lecturer Scale 2.
The person appointed will be expected to co-ordinate and develop Adult and Community Education in the whole area and particularly on the school campus. Close liaison with the autonomous community centre and youth centre on the site and with local councils and other voluntary agencies will be essential. Applicants should be suitably qualified with experience in the Adult and Community Education Field.

Application forms and further information on receipt of s.a.e. from the Headmaster, Sir Wm. Ramsay School, Rose Avenue, Hazlemere, High Wycombe, HP15 7UB. (32385) 440000

CLEVELAND

COUNTY OF CLEVELAND
EDUCATION DEPARTMENT
WARDEN £7365 - £8271

A vacancy exists for a dynaic worker at Joe Walton Youth Club, Middlesbrough, a large purpose-built centre.

The Centre opens six evenings a week and offers day time opportunities for the young unemployed.

Application forms and further details are available from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, TS1 3BN to whom completed forms should be returned by 18th December 1981. (26442) 440000

DERBYSHIRE

YOUTH AND COMMUNITY SERVICE
The Madeley Centre, Derby

WARDEN
JNC Range Scale 4 £7,785 - £8,748

The County Council invite applications from professionally qualified persons for the post of Warden at the Madeley Centre. The Centre provides a Community Education Service in the Normanton neighbourhood which is a multi-racial area in the city.

Application forms and further details can be obtained from the Area Education Officer, Education Office, Youth Service and Adult Education Departmemt, 16 St. Mary's Gate, Derby DE1 3NN. Closing date 21st December 1981.

Derbyshire is an equal opportunity employer. (26454) 440000

HERTFORDSHIRE

DE HAVILLAND COLLEGE
Boreham Wood.
Two Youth & Community Workers required to join the Boreham Wood team:

One as Club Worker at the Lyndhurst School Youth Wing.

One as second leader at Maxwell Park Youth & Community Centre involving club work with some involvement with College students and a neighbourhood responsibility.

Applicants must be qualified Youth & Community Workers to teachers with appropriate training and experience.

Salary & Conditions of Service: JNC Range 3A (£6741 - £7578), Plus £913 p.a. London Fringe Allowance, plus £312 p.a.for longer training and/or higher qualifications. Housing: some help with housing may be available.

Further particulars and application forms from the Youth & Community Dept., de Havilland College, The Campus, Welwyn Garden City, Herts AL8 6AH. Tel. Welwyn Garden 26518 ext 25. Closing date: 31st December 1981. (32136) 440000

LEICESTERSHIRE

ENGLISH TEACHING SCHEME

FULL-TIME LIASON WORKER/TEACHER to join existing go-ahead teaching scheme catering for adults with second language problems, at all levels. Applications from caring and enthusiastic teachers, preferably with primary or ESL experience required immediately. Working knowledge of an Asian language an advantage.

Car/owner driver essential. Salary F.E. Lecturer I.

Further particulars for above post availible from Mrs. Jean Brown, English Teaching Scheme, Rushey Mead Language Centre, Romm 15, Harrison Road, Leicester. Tel: 667919, to whom applications should be made. (32339) 440000

WARWICKSHIRE

CAMPION YOUTH CENTRE AND CAMPION SCHOOL
Sydenham Drive, Sydenham Estate
Leamington Spa, CV31 1Q11

Youth Tutor, Burnham 2, required for 1st February 1981. Purpose built school and Youth Centre, well established club and programme of activities, excellent facilities.

Application form and further details available from Central and Southern Area Education Office, 22 Northgate Street, Warwick, CV34 4RS (SAE please). (32153) 440000

DETACHED YOUTH WORKER required for six-month project in Northolt, Middlesex, consulting young people and initiating work. Salary on Scale £7401 p.a.

Details from Ealing Voluntary Service Council, 48 South Ealing Road, London W5 4QA Tel: 01-579 6273. Closing date 21 December. (26438) 440000

LINCOLNSHIRE

BOSTON YOUTH CLUB

APPOINTMENT OF FULL TIME YOUTH WORKER

The centre, a converted school, serves the market town of Boston (population 26,000) which is close to the sea with its own port and surrounded by open countryside. It is 23 miles from Skegness and 38 miles from Lincoln. Facilities at the centre include a main hall, coffee bar and disco room, TV lounge, games room, table tennis room, office and craft room. The River Witham is less then 5 minutes away.

Applicants should have previous youth work experience and be recognised as qualified youth leaders by the Department of Education and Science.

JNC Conditions of Service. Salary Scale III.

Forms and details from the Divisional Youth Organiser, Boston Divisional Education Office, County Hall, Boston, Lincs., PE21 6LX. (26446) 440000

LONDON

INNER LONDON EDUCATION AUTHORITY
YOUTH OFFICER
Salary range £7557 - £9384 plus £1104 London weighting allowacne.
If you are a qualified experienced youth worker, looking for an exciting and challenging new job, we would like to hear from you.

A vacancy exists for a Youth Officer in the Lewisham Area Team.

The ILEA Youth Services the biggest and most varied in the country offering excellent promotion opportunities. If you are interested please telephone Mr. J. Thomas at Lewisham area Youth Office. Tel: 01-697 7031 for an informal discussion.

Application forms and further details are obtainable from the Education Office (EO/ESTAB 1B) Room 365, County Hall, London SE1 7PB. (Please enclose a large (30 x 82 cms) stamped addressed envelope). Completed application forms to be returned by 18th December 1981. (26571) 440000

LONDON

TRAINING ASSISTANT (LEADER TRAINING)
The Scout Association has a vacancy for the above post. Applicants should be current members of The Association and have Leader Training experience. Commencing salary circa £5,200. This is a non-residential appointment.

Apply to The Administrator, Gilwell park, Chingford, London, E4 7QW. (26546) 440000

WEST SUSSEX

BOGNOR REGIS AND PAGHAM CENTRES
A suitably qualified YOUTH WORKER required from 1st January 1982 or soon after for the Centres above. Salary scale £7,365 to £8,271 per annum (currently under review).

Form and details from Youth and Community Office, 40 North Street, Chichester, PO19 1LX (Tel: Chichester 776333). (27409) 440000

Overseas Appointments

CHRISTIAN TEACHERS

Needed for Secondary Schools in Africa and New Guinea. Challenging work. Voluntaer terms.

Volunteer Missionary Movement, Shenley Lane, London Colney, Herts. AL2 1AR. (16299) 460000

Key English Language Teaching Scheme

THE BRITISH COUNCIL

The KELT Scheme is part of Britain's programme of aid to developing countries under which ELT specialists serve in key post in 40 countries. These posts are in addition to the 130 already filled.

SRI LANKA

2 Lecturers in ELT for English Teaching Training Colleges in Vasavilan and Mirigama.

Reference: 81 K 37-38

The Job: To lecture in the following areas; English Language improvement and ELT Methodology. To produce, as part of a team under the guidance of a senior project leader, materials for the language improvement courses which can also be used in other adult ELT classes run elsewhere by the Ministry of Education; to produce materials for ELT Methodology.

Qualifications: Five years relevant experience, including teacher training. Experience of a developing country is desirable. Single candidates aged 28-45 preferred. Degree or equivalent; teaching qualification including TEFL or educational qualification plus postgraduate qualification in TEFL or Applied Linguistics; 3-5 years teaching experience, including at least 2 years TEFL overseas. Candidates must be UK citizens with British educational background.

Salary: £7037 – £8257 per annum.

YEMEN ARAB REPUBLIC

ELT Co-ordinators, Hodeidah and Taiz.

Reference: 81 K 9 & 18

The Job: To assist the KELT Textbook team in the implementation of a new course specifically designed for Yemen. The Co-ordinators will act as the professional link between the writers of the textbook "English for Yemen", the Inspectors and Teachers by co-ordinating the work of Inspectors, arranging meetings and seminars for Teachers, preparing and administering examinations.

Qualifications: Degree, teaching qualification plus postgraduate qualification in TEFL or MA in Applied Linguistics. Candidates must be male with at least 2 years Arab World experience. Knowledge of Arabic and ability to drive essential.

Salary: £9892 – £10,717 per annum.

Overseas Allowance: £2030 – £7426 per annum, depending on salary and marital status.

For all posts:
Benefits: Salary and allowances free of UK income tax; employer's contribution to a recognised superannuation scheme or if ineligible for membership, 11% superannuation compensation addition; free family passage; children's education allowance and holiday visits; free furnished accommodation; outfit allowance; medical scheme; baggage allowance; paid leave.

Contracts: Contracts will be for 2 years initially with the British Council.

Starting date: January/February 1982.

Closing date for applications: 11 December 1981.

Please write briefly stating qualifications and length of appropriate experience quoting relevant reference number and title of post for further details and application forms to: Overseas Educational Appointments Department, The British Council, 65 Davies Street, London W1Y 2AA. TES 460000

THE BRITISH COUNCIL

SCOTCH COLLEGE MELBOURNE, AUSTRALIA

PRINCIPAL

Applications are invited for the position of Principal of Scotch College, Melbourne, Australia. This school for boys was established in 1851, and since then has had only seven Headmasters. Although it is connected with the Presbyterian Church of Victoria it is attended by boys of many denominations from Year 1 to Year 12 level. It is one of the Associated Public Schools of Victoria.

The school has an outstanding educational record and is situated in spacious surroundings on a riverside location in one of Melbourne's most attractive inner-suburban residential municipalities.

Present enrolments number: Junior School 450, Senior 1300 boys, including 200 boarders. There is a full-time academic staff of 124 men and women. In addition, there are 94 on the non-academic staff in administrative, secretarial, maintenance, grounds and boarding house duties.

Applicants must have academic qualities and experience appropriate to this senior academic position.

The successful applicant will be responsible to the School Council, and will be required to take up duties in January 1983 or as soon thereafter as convenient.

An attractive modern family residence in the school grounds is provided. Salary and allowances (which are reviewed annually) are related to senior academic salaries within Australia.

Further details of the school, and other conditions of appointment, are available on application to The Chairman, Scotch College Council, G.P.O. Box 8002V, Melbourne, 3001, Victoria.

Applications close March 31, 1982.

Primary School Teachers

Overseas

On behalf of the Royal Dutch/Shell Group of Companies operating in the State of Brunei, Curacao, Gabon, Nigeria, Oman, Abu Dhabi and Sarawak, Shell International Petroleum Company Limited invites applications for a limited number of vacancies expected in their schools in September 1982.

You should be prepared to serve in any of the above countries and must be British, single and under 32 with a recognised qualification for teaching (in the 5-11 age range) and a minimum of 3 years' recent experience of Infant/Junior teaching in the United Kingdom. The ability to play the piano and to teach French would be an advantage and you should also possess a clean U.K. driving licence. Employment is conditional on obtaining a work permit from the country in question, for which the Company concerned will make application.

Engagement will be a one-year contract initially, renewable by mutual consent for up to four years. Applicants who could obtain secondment from their L.E.A. for the period of the engagement will also be considered. Conditions of service include paid return passages and approximately 40 days home leave each summer. Please write or telephone for an application form to:

Shell International Petroleum Company Limited, Recruitment Division, (T13) PNEL/24, Shell Centre, London SE1 7NA. Telephone: 01-934 2947.

Closing date for receipt of applications is 31st January 1982.

Shell

Educational Posts Overseas.

THE BRITISH COUNCIL

BOTSWANA

3-4 Primary Teachers
Government English Medium School, Lobatse, Botswana
Reference: 81 A 101-104

The Job: The primary course in this government school, which was opened in 1981, is of seven years duration and the successful candidates will be responsible for teaching an age range from 7-14 years. They will be required to teach all primary subjects, in particular English, Maths and Social Studies; a knowledge of Art and Craft and Music is also desirable. In addition to teaching duties normal supervisory and extra curricular duties will be required.

The Language of instruction is English and the school is attended by both Batswana and expatriate children, most of whom are day pupils. The current enrolment is 230 and the school enters pupils for the Primary School Leaving Certificate which pupils require to enter secondary school. At present there are 11 members of staff.

Qualifications: Candidates must be UK citizens with a British educational background and should have either a B.Ed. or Primary Teaching Certificate; primary teaching experience is preferred but not essential. Single or married teaching couples preferably under 30.

Salary: Starting salary P7956 (ie £4793 at £1 = P1.66) for graduate with teaching qualification. Extra increments given for teaching experience; local income tax approximately 11% single, 6% married; tax free gratuity of 25% of salary paid on completion of contract.

Benefits: Air fares to post and on completion of service; subsidised housing with hard furnishings; car loan scheme; baggage allowance.

Contract: 2 years from January 1982 renewable.

IRAQ

Director of Studies, British Council Centre for English Studies, Baghdad
Reference: 81 D 60

The Job: Responsibility for day to day co-ordination and operation of the Direct Teaching of English Operation, including supervision of EMG, ESG Teaching staff and language testing. Duties also include financial control of DTEO including budgeting, costing, forecasts and control of revenue.

Qualifications: Candidates, preferably in the age range 28-40 should be graduates with an MA in Applied Linguistics; or postgraduate diploma in TEFL. Experience of teacher-training, materials design and production and a minimum of one year's overseas contract experience required.
Salary: £8883-£10,977 pa.
Benefits: Overseas allowance; free furnished accommodation; luggage and outfit allowances; medical scheme. 2 year contract.
Starting date: 1st January 1982.

PARAGUAY

Director of the Cultural Institute Associacion Cultural Paraguayo Britanico
Reference: 81 D 49

The Job: Control of examinations; curriculum and teaching methods; choice of textbooks and equipment; appointment and dismissal of staff; representation on governing bodies combined with twenty hours teaching duties per week.
Qualifications: Up to date experience in latest methods of teaching English as Foreign Language and some experience of administration and financial control in a language teaching institute. Overseas experience in a similar institute is desirable.
Salary: £800 per month, net.
Benefits: return fares; 20 kilos excess air baggage; negotiable contract for two years.
Date of Appointment: January 1982.

VENEZUELA

Deputy Headteacher, The British School, Caracas
Reference: 81 B 92

Well established independent co-educational day school for 250 mainly British pupils aged 5-12 years.
The Job: To teach general subjects to 7-11 year olds, to assist with the general administration of the school and deputise for headmistress as required.
Qualifications: Candidates, preferably female, aged 32-42 must be single, certificated teachers with at least 10 years primary experience including recent UK experience with some administration in a post of responsibility.
Salary: 9000 Bolivares per month (approximately £13,075 pa at BS.8.26 = £1).
Benefits: Settling-in grant; medical insurances; annual bonus; terminal gratuity; return air fares and baggage allowance; 2 year contract, renewable.
Starting Date: 1st September 1982.

Please write briefly stating qualifications and length of appropriate experience quoting relevant reference number and title of post for further details and application forms to: Overseas Educational Appointments Department, The British Council, 65 Davies Street, London W1Y 2AA.

TES46/00/00

THE BRITISH COUNCIL

KUWAIT — GULF ENGLISH SCHOOL

Applications are invited from suitably qualified and experienced ladies for the post of

HEAD TEACHER
of the PRIMARY DEPARTMENT

and from trained graduates for the post of

HEAD TEACHER
of the SECONDARY DEPARTMENT

of this expanding English Medium Primary and Secondary School, (present n.o.r. 750) accommodating pupils between the ages of 3½ and 14¼ years at present, but developing progressively to GCE 'O' and 'A' levels.

Applicants should be in the age range 35/45, with not less than five years experience as a Head or Deputy Head at the appropriate level.

Contracts will be for two years (renewable), commencing 1st September, 1982. Remuneration will be by tax free salary, free furnished air-conditioned apartment, one return air-ticket per year for the appointee (plus wife and one child under 18 years) and an extra baggage allowance. Interviews will be held in London in mid-February.

Requests for application forms and further details of the posts should be accompanied by full cv. and a recent photograph and made to: The Director, Gulf English School, P.O. Box 21423, Safat, KUWAIT. TES46/00/00

SAUDI ARABIA

Jeddah, Dahran, Riyadh

AL MANARAT INTERNATIONAL SCHOOLS

Fully qualified **TEACHERS** wanted for Secondary Level

English (T.E.F.L), Biology, Chemistry, Physics O and A Level

- ★ Priority given to married teacher couples
- ★ Minimum 3 years teaching experience UK/USA required
- ★ Excellent remuneration in acordance with experience and qualifications
- ★ Benefits include free accommodation, two months' annual fare-paid leave, air tickets from base to contract base.

Interviews to be held in London as soon as possible for school year starting 15 August 1982.

Please send detailed curriculum vitae plus photocopies of qualifications and certificates, plus contact telephone number to:
Mr Ahmed El-Shawi,
29 Belgrave Square,
London SW1X 8QB.

OVERSEAS

continued

GREECE

LANGUAGE SCHOOL.
Patras, Greece
DIRECTOR OF STUDIES
To begin January, 1982. Also experienced EFL teachers, knowledge of science/engineering an advantage, return fare paid.

Applications with c.v. and recent photo to American Educational College, 34 Philipomenos Street, Patras, Greece. (27457) 460000

INDIA

The Cambridge Society of Bombay invites applications from Cambridge Graduates interested in teaching physics, chemistry, biology or mathematics at the Cathedral and John Connon School, Bombay, for one year from March, June or October 1982. Applicants should have a teaching qualification and at least two years classroom experience.

Further details may be obtained from Dr. M. F. Ingham, Institute of Astronomy, Madingley Road, Cambridge CB3 OHA. (27044) 460000

JAMAICA

High School Physics/Integrated Science teacher required January 1982. Interviews in London.

Details and application form from Dept MB, European Council of International Schools, 18 Lavant Street, Petersfield, hants GU32 3EW. (27411) 460000

KENYA

HILLCREST PREPARATORY SCHOOL
A Mathematics Master is required for at least 2 years in the May term 1982, though applications for the September term will be considered. He will teach some Science too.

Details of School in Public Schools year book. A young man with an interest in games is expected.

Salary and benefits - details given on application.

Applications with full details and photograph to Headmaster, P.O. Box 30365, Nairobi. (32414) 460000

MADRID

Spanish school requires male E.F.L. teacher for January. Knowledge of Spanish an advantage.

Please send C.V., names of referees, testimonials, photograph and telephone number to GEOSA, Goya, 47, Madrid 1. (27349) 460000

MADRID

KING'S COLLEGE
Wanted for summer term 1982 teacher for Biology to take the subject to 'O' and 'A' level standard. The ability to teach English as a second subject an advantage.

King's College is an independent day and boarding school with 800 pupils from 3 to 18 years.

Applications with full curriculum vitae, recent photograph, addresses and telephone numbers of two referees (including present or most recent employer) to be sent to the Headmaster, King's College, c/o 4 Links Drive, Totteridge, London N.20, as soon as possible. (26558) 460000

SPAIN

EFL teacher required. Valencia Province, Spain.
Some Spanish essential. Apply with CV: The Director, BEET Language Centre, Nortoft Road, Bournemouth, Dorset. 460000

SPAIN

EFL teacher required January for language school in NW Spain. Send CV, photograph and covering letter to: Director of English, CEAP-01, Rosalia de Castro 6, La Caruna. Payment will be forwarded on your instructions. (27390) 460000

SPAIN

THE ENGLISH CENTRE
Requires full-time English language Teacher, Beginning January. Six months (renewable) contract Fluent Spanish essential. Mainly childrens classes.

Applications invited from British subjects available interview London Decmeber 28. Curriculum vitae and contact telephone immediately to: To the English Centre, Canonigo Torres, 4 Elche, Alicante. (32186) 460000

PERU LIMA

Colegio San Silvestre

One of the leading international girls' schools in Latin America, founded in 1938, with facilities for up to 1,100 pupils aged 5-17 requires the following staff for February 1982

Mathematics Teacher
(Senior School)

History and Economics Teacher
(able to teach Junior Geography)

Junior School Teacher

Candidates – Male or Female, may be single or married (preferably without children) and should be under 40 years of age. They should be graduates with an education qualification and teaching experience. A knowledge of Spanish would be an advantage

Salary & Conditions – The School has its own salary scale which is related to the Burnham Scale and adjusted twice a year for cost of living. Free accommodation is provided. The initial contract is for 3 years with return air fare paid.

Interviews in London in December.

For further details and application form, please contact: Mr. F. J. Smith in London or Mr. N Livingstone in Edinburgh.

TES46/00/00

Gabbitas-Thring

Broughton House
6, 7 & 8 Sackville Street
Piccadilly, London W1X 2BR
Telephone: 01-734 0161

63 George Street
Edinburgh
EH2 2JG
Tel: 031-226 3211

KENYA

SENIOR LECTURER IN ACCOUNTANCY

The Kenya Institute of Administration, Nairobi invites applications for a Senior Lecturer in Accountancy to teach to all stages of the examinations of the Certified Public Accountants and Certified Public Secretaries of the Kenya Accountants and Secretaries National Examinations Board.

Candidates should have professional accountancy qualification and experience in industry. Teaching experience advantageous.

Appointments on agreement with the Kenya Government for 2½ – 3 years initially.

SALARY £9,900 - £13,727

Including a supplement, normally tax-free, paid by the British Government to citizens of the U.K.; plus a 25% gratuity on basic salary, free passages, subsidised accommodation, education allowances and holiday visit passages for children. An appointment grant and interest free car loan are payable in certain circumstances.

Application form, and further details from the Recruitment Unit, TETOC, 19 Dacre Street, London SW1H 0DJ.

Tetoc

MINISTRY OF DEFENCE
SERVICE CHILDREN'S EDUCATION AUTHORITY
PRIMARY DEPUTY HEADSHIP IN CYPRUS
FOR APRIL 1982

1. Applications are invited from appropriately experienced teachers for the following post which is to be filled for the Summer Term 1982:
Deputy Headteacher
Ayios Nikolaos Primary School (Group 2)
Ayios Nikolaos primary school currently has 70 children and 4 members of staff. The Deputy will have a major teaching responsibility and will be required to advise in at least two curricular areas including reading development and language. Applicants should have experience with a wide age-range of children and with vertically-mixed groups, and be able to make a major contribution to physical education, swimming and games, in particular football and mini-rugby.

2. SALARY is in accordance with the appropriate Burnham scale. In addition the London area allowance of £759 per annum is payable. FOREIGN SERVICE ALLOWANCE, a tax free allowance is payable. SUPERANNUATION normal rights are safeguarded. ACCOMMODATION is provided rent free or an allowance towards the rent is payable. DURATION OF ENGAGEMENT initially for a period of three years.

3. All applicants should normally be resident in the United Kingdom. Teachers do not mormally serve in Service Children's Schools overseas after the age of 50 and, therefore, the preferred age is under 47 years at the commencement of the engagement.

4. An application form and further details about the school may be obtained from:
Ministry of Defence,
CM(S)4L,
Room 343, Lacon House
Theobalds Road, London
WC1X 8RY
or if preferred by telephone on 01-430 6504.

SCEA

5. The closing date for completed application forms is 4 January 1982.

The Shenkar College of Textile Technology & Fashion
Ramat-Gan, Nr. Tel-Aviv, Israel

has vacancies for two Departmental Heads from Sept. 1982

FASHION DESIGN TEXTILE DESIGN

This College recently celebrated its 10th anniversary and has already gained an international reputation for its excellence in creative design, academic work and practical training. It offers 3-year bachelor degree courses in Textile Design and a 4-year B.A. course in Fashion Design.

Applicants should have academic or professional qualifications in the field of Fashion Design and Textile Design (as applies). Preference will be given to those with teaching experience and an industrial background.

As the College has close links with industry, the appointment provides a unique challenge for the right persons to influence the development of trends in Fashion and Textile Design in Israel.

Three year contracts are offered in a stimulating College environment in an exciting country. Salary and benefits on the basis of those of an Associate Professor in an Israeli University.

Please apply in writing with a short curriculum vitae to the British-Israel Chamber of Commerce, 126-134 Baker Street, London W.1. First interviews will be held in London, but successful applicants will be invited to visit Israel before accepting the appointment.

TES 48/00/00

Higher Executive Officer

Education and Services Section (Birmingham)

This section is responsible for the conduct of formal investigations and law enforcement work in education, the social services, general services and local authority employment. The HEO undertakes a wide range of work connected with the planning and conduct of the investigations. Knowledge and experience of education would be particularly helpful in this post, but candidates with any relevant employment or research experience can be considered. The ability to plan and conduct interviews, analyse information and write clear, accurate reports is essential. A good understanding of race relations is desirable.

Starting pay will be at the minimum of the HEO scale, which starts at £7,467 p.a., rising by several annual increments to a maximum of £9,184 p.a.

Please write for an application form and further details to the Principal: Personnel & Management Services (quoting ref. HEO/E&S(B)/81), Elliot House, 10–12 Allington Street, London SW1E 5EH enclosing a large stamped addressed envelope. Completed application forms should be returned no later than Wednesday, 9 December 1981.

THE COMMISSION FOR RACIAL EQUALITY

Senior Educational Catering Officer
£11,372–£13,218

Age limit: Applicants must not be more than 55 years of age on the closing date (ie born on or after 5 January 1927).
Closing date: 5 January 1982
Job Ref. SS 2/82/T Tel ext 256

DEPARTMENT OF EDUCATION (NORTHERN IRELAND)
The Senior Educational Catering Officer will be required to advise the Department of Education on all aspects of Educational Catering although the main duties of the post will be concerned with the school meals service. This will involve liaison with the Senior School Meals Organisers of the 5 Education and Library Boards and with the Managers of the voluntary grammar schools. Some travelling within Northern Ireland is entailed.
Applicants must have considerable experience of large scale catering management, including preferably some within the School Meals Service. In addition they must possess:
(i) a recognised degree in catering; or
(ii) a Housecraft Teachers Diploma; or
(iii) a HND in Institutional Management/Hotel and Catering Administration; or
(iv) a Diploma in Institutional Management (3-year course, first examination July 1964); or
(v) a Certificate in Institutional Management (2 years college, one year in approved employment, last examination Easter 1964); or
(vi) HCIMA Final Membership examination.
Applicants must also possess a full current driving licence; ownership or use of a car is essential.
The Civil Service Commissioners may decide to interview only those applicants who appear from the information available to be best qualified.
Starting salary will be related to qualifications and experience.
The post is open to both men and women. Please write or telephone for an application form (using the extension number indicated and quoting the job reference) to the Civil Service Commission, Rosepark House, Upper Newtownards Road, Belfast BT4 3NR (telephone Dundonald 4585). Completed forms must be returned to arrive not later than the closing date stated.

NORTHERN IRELAND CIVIL SERVICE

Administration Local Education Authority

AVON COUNTY
EDUCATION DEPARTMENT RESOURCES FOR LEARNING DEVELOPMENT UNIT
Bishop Road, Bishopston, Bristol, BS7 8LS
DIRECTOR
Salary: Burnham Headship Group 11
The Authority is seeking an outstanding educationalist who is sympathetic both to the concept of independent learning including the development of multi-media resources in support, and to the need for appropriate and effective classroom management techniques and training on the context of schools' curriculum development generally. The successful candidate will have had experience up to a senior level in schools and will have specific expertise in the preparation of resources.
Applications received as a result of an earlier advertisement will be reconsidered if the candidates concerned indicate that they wish their application to stand.
The post is available immediately.
Stamped addressed envelope for further information and application form returnable by 18 December, from Director of Education, Avon House North, PO Box 57, St James Barton, Bristol1, BS99 7EB. (26443) 480000

HAMPSHIRE
DEPUTY AREA EDUCATION OFFICER
South-West Hampshire
Salary £13,893 to £14,973
Applications are invited from suitably qualified candidates possessing relevant teaching and administrative experience at senior levels.
Further particulars and application forms are available from The General Administration Section, Education Department, The Castle, Winchester. Telephone Winchester 4411 extension 509 quoting post No. CE. 13.002. Returnable by 18.12.81. (27410) 480000

DUDLEY
METROPOLITAN BOROUGH
Adviser for Art and Craft/Design/Technology. £12540 - £13650 - senior successful experience within schools of further education with a broad understanding of the curriculum across more than one specialism. All advisory staff have a pastoral/general responsibility for a group of primary/secondary schools in addition to their specialist responsibility.
Application forms/details from Details of Education, 2 St. James's Road, Dudley, West Midlands. (Foolscap SAE). Return by 8th December. (Previous applicants will be considered). (32417) 480000

DURHAM
COUNTY COUNCIL
CAREERS SERVICE
Applications are invited for the post of CAREERS OFFICER to be based at the CROOK CAREERS OFFICE.
The post is graded AP3/4 (AP4 for holders of the Diploma in Careers Guidance) - salary range £5652 - £7137 per annum. Candidates should preferably be qualified or experienced Careers Officers, or completing training for the Careers Service in December, 1981. A Casual Car User Allowance is payable.
A Union Membership Agreement is in operation and applies to the post.
Further details and application form, returnable by 24th December, 1981 from the Director of Education, County Hall, Durham DH1 5UJ, upon receipt of a stamped addressed foolscap envelope.
Please Quote post number C88 when requesting application form. (32190) 480000

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Unemployment Specialist Careers Officer
P3/4 (£5,652 - £7,137)
Based at Burton upon Trent
Applications to Chief Education officer (Staffing N.T) Education Offices, Tipping Street, Stafford.
Closing date 14 days after publication of this advertisement
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (32160) 480000

LEISURE SERVICES DEPARTMENT

PRINCIPAL RECREATION OFFICER

Post No. LS100

PO1 (3-7) £9,528-£10,581
Due to the expansion of the Recreation and Swimming Pools Division a reorganisation has taken place to assist in the development of the Authority's service which includes the opening of a new purpose built sports centre.
The person appointed will be directly responsible to the Assistant Director for all sports and recreation staff including swimming pools. He/she will also be responsible for the organisation, co-ordination and management of sports, recreation and community centres and activities provided by the Authority and for researching and evaluating potential new development.
Applicants should have at least 3 years proven management experience at a senior level and possess a relevant final qualification e.g. D.M.S. (Recreation Management).
In an appropriate case the cost of removal plus other generous relocation expenses will be paid.
Application forms and further details are available from the Chief Personnel Officer, Municipal Offices, Trippett Street, George Street, Kingston upon Hull.
Tel: (0482) 222163, to whom they should be returned by 21st December 1981.

TES48/00/00

City of Kingston upon Hull

(READVERTISEMENT)
EDUCATION SERVICE

Inspector

(with special responsibility for English)
Salary: £13,299-£14,409 per annum
Inclusive of London Weighting
(Headteacher Group 8)

Applications are sought from well qualified and experienced candidates with substantial teaching experience to undertake a wide range of functions concerned with the improvement/monitoring of educational standards and the enrichment of educational provision within the Authority. The postholder will have a particular responsibility for all aspects of English, including the development of Language Across the Curriculum.

Subject to Conditions, the Council offers 100% removal expenses and 50% of legal and other fees up to a maximum of £750. A flexible working hours scheme is in operation.

Further particulars and application forms available from the Chief Education Officer, London Borough of Ealing, Hadley House, 79/81 Uxbridge Road, London W5 5SU. Tel: 01-579 2424 Ext. 2614 (Out of Hours Ansaphone Service 01-840 1996). Completed applications are to be returned within fourteen days of the appearance of this advertisement. (Previous applicants wishing their application to be further considered should so indicate by letter.) Please quote reference ED410.

TES48/00/00

Ealing London Borough

ASSOCIATION OF METROPOLITAN AUTHORITIES

UNDER SECRETARY (EDUCATION)

£18,772 – £21,982
(inclusive of London Weighting)

The Association represents all metropolitan authorities in England – some 57 local education authorities.

The Under-Secretary (Education) works to and with the Education Officer. Together they advise the Association's Education Committee and act on behalf of the Association and of the Council of Local Education Authorities in consultations with Government in support of individual authorities, and in negotiations with other educational interests (notably the teachers).

Applicants must be able to show substantial successful experience in a local education department in England or Wales.

For further details and application forms, telephone 01-222 8100 ext. 257/258 or write to the Secretary, AMA, 36 Old Queen Street, London SW1H 9JE. Applications must be returned by 18 December 1981.

HAMPSHIRE

Principal Administrative Assistant

(Re-advertisement)

Salary £9261-£10,275

To oversee the operation of the headquarters based Teachers Salaries Section.

The applicant should have proven administrative ability with a good overall knowledge of teachers salary scales and their interpretation.

Assistance with removal expenses in approved cases.

For further information telephone Mr. Cloyne: Winchester 4411, Ext. 463.

Application forms and job description quoting Ref: CE.01.005 available from General Administration Section, Education Department, The Castle, Winchester. Returnable by 31st December 1981.

TES48/00/00

EDUCATION DEPARTMENT

Senior Assistant Education Officer (Secondary Schools)

£12,690 – £13,884

Applicants should have sound experience in the education service in both administration and teaching.

Professional Assistant

£8,991 – £9,993

Applicants should have good teaching experience.

Application forms and further details for both the above posts from The Establishment Officer, Town Hall, Barnsley. Tel. Barnsley 203232 Ext. 223.

Closing date 18th December 1981.

BARNSLEY
METROPOLITAN BOROUGH COUNCIL

ilea Inner London Education Authority

Senior Staff Inspector for Mathematics

Salary Range £19,143-£20,761 plus £1,104 London Weighting Allowance

Applications are invited from men and women with appropriate qualifications and experience for the above post. Applicants should have substantial experience of teaching in schools; as the successful candidate will lead a large team of inspectors and advisory staff, applicants should desirably have held a senior position involving team management. Experience of inspecting/advising would be an advantage.

Application forms and further details available from the County Education Officer (EO Estab 1B) Room 365, County Hall, London SE1 7PB. (Please enclose a stamped addressed envelope.)

Completed application forms to be returned to the above address by 8 January 1982.

TES48/00/00

ADMINISTRATION L E A
continued

LEICESTERSHIRE

WARDEN THURNBY LODGE COMMUNITY CENTRE
Leicester.

Suitably qualified and experienced person required to organise and develop the programme at the above Centre. Salary F.E. lecturer 1.

Further details available from the applications to (no formal), incl. names and addresses of 2 refs, F.H. Wood, Area Further Education Office, Kibworth High School, Smeeton road Kibworth Beauchamp, Leics. (39370) 480000

EAST SUSSEX
COUNTY COUNCIL
PRINCIPAL ASSISTANT
(Secondary Education)
Salary Scale £11,517 - £12,690
Applications are invited for this post from Administrators with teaching experience. The successful candidate will work closely with the Assistant Education Officer (Secondary), and will have excellent opportunities to gain experience in a large department and preparation for future promotion.
Further information, job description and application form obtainable from the County Education Officer, PO Box 4, County Hall, St. Anne's Crescent, Lewes, East Sussex BN7 1SQ. (Telephone Number: 07916 5400 ext. 335).
Closing date 19th December 1981. (27387) 480000

Education Department

Professional Assistant

PO1(b) £9.528-£10,581 + £483 London Weighting + Essential Car User Allowance

We need a qualified teacher with at least five years successful teaching experience.
To provide professional and management support to an Assistant Education Officer in the Schools Branch.
You will be able to continue to use your particular specialism in advising schools in curriculum matters whilst undergoing planned career development in education administration.
You must have an understanding of and lively interest in the educational needs of children, an ability to get on with people and should have already reached a position of responsibility within teaching.
Please quote Ref: G.4060.
Application forms and further details obtainable from the Controller of Personnel Service, Town Hall, Forest Road, Walthamstow, E17 4JF (Telephone 01-531 8899 24 hour answering service).
Closing date: 18th December 1981.

TES48/00/00

AN EQUAL OPPORTUNITY EMPLOYER
Applicants are considered for their suitability for the post regardless of disability sex race and marital status

Waltham Forest

Sheffield Education Department
Education Social Work Service

DIVISIONAL EDUCATION WELFARE OFFICER

S02 – £8991–£9528.

Applications are invited for the post of Divisional Education Welfare Officer. Should hold either a Certificate in Education Welfare, a social work qualification or have had wide experience in education welfare or related professions. Should also have had some previous management experience.

Will be responsible for the management of one of the three divisions within the city which comprises three teams leaders and three team of four Education Welfare Officers (one of whom is a trainee). She/he will be expected to develop and co-ordinate the work of the division and, as a member of the senior management team, assist the Chief Education Welfare Officer in the forward planning and general administration of the service.

In addition, the person appointed will have specific responsibility for dealing with applications for licences in connection with children in entertainment and also act as prosecutor on behalf of the authority in magistrates' court in non-attendance prosecutions.

EDUCATION WELFARE OFFICER (TEAM LEADER)

AP5/S01 – £7371 – £8733

Applications are invited for the post of Team Leader in the Education Social Work Service Division. Should hold a Certificate in Education Welfare, a C.Q.S.W. or have had wide experience as an Education Welfare Officer.

Will be responsible for a team of four Education Welfare Officers and will be expected to give supervision, support and guidance to members of the team, to plan use of resources and monitor the work of the team, to assist in the field work training of new staff and to liaise with schools and other agencies.

It is the policy of the Sheffield City Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of handicap, sex or race.

Application forms and further particulars are available from the Chief Education Officer (ref ST/P:CW), Education Department, Leopold Street, Sheffield S1 1RJ to whom they should be returned by 18th December.

DEPARTMENT OF EDUCATION & SCIENCE

HM Inspectors of Schools — Special Education

Applications are invited for men and women, preferably between 35-45, for appointment as HM Inspectors with a major commitment to special education.

The range of responsibilities include inspecting and advising schools and colleges, consulting with local education authorities, contributing to in-service training, and working with organisations concerned with children and students with special educational needs. The major purpose of these and other activities is to provide professional advice to the Department of Education and Science. As well as carrying out these functions in respect of special education, HMI have general duties in primary and secondary schools.

Whilst a broad knowledge of special education together with relevant experience are essential, applications are particularly invited from candidates with experience in the education of children with visual, hearing and physical impairments, or with moderate and severe learning difficulties. Experience of work in both ordinary and special schools and with the 14-19 age range would be assets.

Starting salary, within the range £13,218-£18,761 (higher in London). Higher posts are filled by promotion.

Application forms (to be returned by 8/1/82) and further information may be obtained from Miss J. D. Church, Department of Education and Science, Room 10/2, Elizabeth House, 39 York Road, London, SE1 7PH, telephone 01-928 9222, extensions 2237 or 2786. Please quote 4/81.

TES48/00/00

HAMPSHIRE
EDUCATION COMMITTEE
SPECIALIST CAREERS ADVISER (ABLER PUPILS)
South East Division
AP4/5 £6501 - £7875
This is one of four posts whose occupants provide careers guidance to abler pupils in schools and colleges in the South East Division of the Hampshire Careers Service. This Division services the attractive coastal area of Southern Hampshire which makes up the Portsmouth "travel to work area". There are six full-time offices in this area which in recent years has attracted much new industrial development.
The person appointed would be based at the Waterlooville Careers Office and would primarily service students in the Waterlooville and Petersfield areas.
Applicants should hold the Diploma in Careers Guidance or similar qualification and have relevant experience. A current driving licence is essential and applicants should preferably have a car. Generous relocation expenses are payable in appropriate cases.
Further details and application forms from Assistant County Education Officer (Careers), Litton Lodge, Clifton Road, Winchester SO22 5BT, or telephone Winchester 61161/2 quoting reference 6100. Returnable by 14 December, 1981. (27455) 480000

HOUNSLOW
LONDON BOROUGH OF HOUNSLOW
EDUCATION DEPARTMENT
PRINCIPAL ADMINISTRATIVE OFFICER
HOUNSLOW BOROUGH COLLEGE
PO 2(G) £11,705 - £12,891 inclusive.
Applications are invited for this newly established senior management position which carries responsibility to the principal for all non-teaching functions of the College. The post holder will act as Clerk to the Governing Body. Applicants should hold appropriate qualification eg DMA and have had relevant experience in an academic environment.
Application forms and further particulars from The Principal, Hounslow Borough College, London Road, Isleworth, Middlesex. Tel. 01-568-0244 Ext. 21. Closing date: 18 December 1981. (32379) 480000

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION DEPARTMENT
CAREERS SERVICE
SPECIALIST CAREERS OFFICER, Salary grade AP5 £7371 - £7875 p.a.
Applications are invited for the post of Specialist Careers Officer, working mainly in Maghull (which is a branch Office of the Crosby Area Careers Office) to deal exclusively with unemployed young people. Applicants must be experienced, qualified Careers Officers.
Application Forms/further details, on receipt of S.A.E. from Keith Robinson, B.A., Chief Education Officer, Careers Administrative Headquarters, 18 St. George's Road, Waterloo, Liverpool L22 1RD.
Closing date 16th December, 1981. (27447) 480000

SOMERSET
EDUCATION AND CULTURAL SERVICES COMMITTEE
CAREERS SERVICE
SENIOR CAREERS OFFICER
required for the Taunton and West Somerset Area Careers Office Taunton.
Applications are invited for this SO I graded post, current salary within the range £8190 to £8733 per annum.
The successful applicant will combine the role of deputy to the Area Careers Officer with a personal caseload of Post-16 able pupils and students.
Candidates should be qualified and experienced Careers Officers.
Application forms and further details available from the Chief Education Officer, Staffing NT, County Hall, Taunton TA1 4DY (Stamped addressed envelope please). Closing date: 18th December, 1981. (27395) 480000

Child Care

HERTFORDSHIRE Resident Housemother needed January. Friendly, Uninstitutional, long-stay household for 8 children attending ordinary dayschools. Near London. Relevant qualification and/or sound experience, driving licence nonsmoker all essential. Excellent accommodation: about 3,000 p.a. plus free keep; 5 week hol.
Phone for informal chat, Ware (0920) 870058. (27048) 540000

SOMERSET
NEAR BATH
1) Required in January for Spring Term, one senior Housemother for boys boarding in co-educational school in west country for children with learning difficulties. To be one of two seniors and two juniors with sufficient experience to take charge as the rota requires.
2) Assistant to Housemother with responsibility for the girls.
Apply naming referees to Headmaster, Ravenscroft School, Farleigh Hungerford, near Bath. (27293) 540000

Education Psychologists

GLOUCESTERSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
EDUCATIONAL PSYCHOLOGIST
Salary on Soulbury Scale, £7586 - £12,810
Applicants for this post, made vacant by a retirement, should have an Honour Degree in Psychology (or equivalent), postgraduate training in Educational Psychology and 2 years teaching experience. The post is based in Cheltenham and at present covers a mixed urban/rural area but the appointment will be to the county service as a whole. Some previous experience in the work will be an advantage.
Salary will be in accordance with age and experience on the scale indicated and the post will be tenable from the 1st of January 1982. Closing date for applications is 18th December, 1981.
Further details and application forms are obtainable from the Chief Education Officer, Staffing Division (Room 183), Shire Hall, Gloucester GL1 2TP. Informal enquiries may be made of the Principal Education Psychologist (Mr. N. Evans), Shire Hall, Gloucester (Tel: Gloucester 21444 Ext. 7642). (27463) 560000

Examiners

LONDON REGIONAL EXAMINING BOARD
Applications are invited for the following posts:
MODERATORS Geology - for the 1982 series of examinations. For the 1983 series of examinations: Childcare and Development Music, Religious Studies, Social Studies, Biology, General Science, Geography, History.
ASSISTANT EXAMINERS FOR THE 1982 SERIES OF EXAMINATIONS. Computer Studies, Graphical Communication, Commerce, Office Practice with Typewriting.
ASSESSORS FOR THE 1982 SERIES OF EXAMINATIONS. Computer Studies.
VISITING ASSESSORS FOR THE 1982 SERIES OF EXAMINATIONS. Woodwork, Metalwork, Graphical Communication, Motor Engineering.
Visiting Assessors should live within a radius of 60 miles of London.
Application forms and further details should be requested from: D H Board MA, Secretary to the Board, London Regional Examining Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF, to whom completed application forms should be returned NO LATER THAN 18 DECEMBER 1981. (27381) 600000

CAMBRIDGESHIRE
UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE
Applications are invited from Modern Languages graduates for 'O' and 'A' level oral examining in French, German and Spanish, especially in the following areas: London, the South, South East, East Anglia and North East.
Applicants should be aged between 30 to 65 years old, have teaching experience and be able to spend a minimum of 5 days examining between March and May.
Application forms are available from The Secretary, University of Cambridge, Local Examinations Syndicate, 17 Harvey Road, Cambridge CB1 2EU, and should be returned as soon as possible. (26732) 600000

MIDDLESEX
NORTH WESTERN REGIONAL ADVISORY COUNCIL FOR FURTHER EDUCATION
Incorporating THE UNION OF LANCASHIRE AND CHESHIRE INSTITUTES
EXAMINERS
Applications are invited for the following vacant examinerships:
TRACERS (1st YEAR) Tracing Practice
TRACERS (2nd YEAR) Tracing Practice
SENIOR ENGINEERING (2nd YEAR) Engineering Drawing and Design
ADVANCED ELECTRICAL AND ELECTRONIC ENGINEERING (2nd YEAR) Electrical Measurements, Mathematics II
CERTIFICATE OF FURTHER EDUCATION (ENGINEERING) Electrical and Electronics Practice.
Further details and application forms are available from The Secretary (ref ASW) Town Hall, Walkden Road, Worsley, Manchester M28 4QE. (32388) 600000

SOUTHERN REGIONAL EXAMINATIONS BOARD
Applications are invited for the post of ASSISTANT MODERATOR in TYPEWRITING for the 1982 examinations.
The post requires a sympathetic understanding of the needs of pupils at the secondary level over a wide range of ability, knowledge of examination techniques, together with the appropriate professional competence in regard to the subject.
Further information and application forms are available from the undersigned to whom completed forms should be sent to arrive not later than 4th January, 1982.
H. G. Macintosh, Esq., M.A., Secretary to the Board, Southern Regional Examinations Board, Avondale House, 33 Carlton Crescent, Southampton. SO9 4YL. (26550) 600000

YORKSHIRE
YORKSHIRE REGIONAL EXAMINATION BOARD
for the Certificate of Secondary Education
31 - 33 Springfield Avenue, Harrogate, North Yorkshire HG1 2HW
VACANCIES
The Board invites application from persons with at least 5 years' relevant teaching experience for the following.
Chief Examiner required in 1983 for SPANISH, also to assist in 1982. (Preparation of Marking Scheme only.).
Assistant Moderators required in 1982 for HISTORY (SCHOOLS COUNCIL PROJECT) - Coursework.
Preference will be given to applicants who reside in the North of England.
Application forms and further details (on receipt of s.a.e.) are available from the Board's Offices, to be returned by 31st December, 1981. (27462) 600000

Librarians

CHESHIRE
SCHOOL LIBRARIAN
Required at Richard Fairclough High School, Knutsford Road, Warrington. Candidates should be Chartered Librarians and have had practical experience of working with young people within a Library. The appointment is for 15 hours per week during term time only. The salary will be within the range of s£1903 - £2305.
Application forms are available from the District Education Officer, Cheshire County Council, Education Office, Priestley House, Sankey Street, Warrington. Closing date: 11th December. (27449) 620000

Ancillary Services

DORSET
ST. ANTONY'S-LEWESTON SCHOOL
Sherborne
Resident House Matrons required (Catholics preferred) to help with boarding-school duties. No nursing experience required. Possibility of some teaching for applicants with suitable qualifications.
Please apply to Reverend Mother giving names of two referees. (32168) 640000

Miscellaneous

ARE YOU RETIRING THIS TERM
If so and you would like to supplement your pension with an interesting job helping other teachers and working hours to suit yourself.
Please write to: D. J. Gray, Halifax House, 208 Station Road, Addlestone, Weybridge, Surrey or telephone Weybridge (0932) 53857/43320. (32003) 660000

LONDON
YOUTH ADVISORY CENTRE
London Youth Advisory Centre seeks professional counsellor, preferably with teaching experience, for 3 sessions weekly, to work partly with individuals and partly in the community. Regular staff support meetings held.
Applications to the Director by 18th December. (32400) 660000

NORTH YORKSHIRE COUNTY COUNCIL
SOCIAL SERVICES DEPARTMENT
Re-advertisement
Adult Training Centre, Yearsley Bridge, Huntington Road, York (Providing day care for 80 mentally handicapped adults, 20 requiring special care).

INSTRUCTOR — SPECIAL CARE

Salary Instructor grade: £4317–£5617 p.a. (Qualification bar at £5626) Minimum for qualified officers £4926.
An Instructor is required to join a small lively team in a special care unit where there are 20 trainees. A multi-disciplinary approach is adopted focussing upon individual needs after assessment. There will be involvement in the training programme to be implemented to develop the basic self help, physical and conceptual skills of the trainees.
The D.T.C.F.E.M.H.A. would be advantageous as well as previous experience in a special care setting.
Application forms are available from the Personnel Section, Social Services Department, 60, Piccadilly, York YO1 1PP. (A stamped addressed envelope would be appreciated). Completed application forms should be returned within 10 days of the appearance of this advertisement.

TES62/00/00

INSTRUCTOR OFFICE TRAINING

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